

Business Education Forum

FEBRUARY, 1952
VOL. VI, NO. 5

UNITED BUSINESS EDUCATION ASSOCIATION

In This Issue

Clerical Practice

- BRENDEL
- CALLAN
- KRISCH
- MOBERLY
- STRAUSS

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Contents

EDITORIALS:

- Successful Unit Planning in Clerical Practice—*Mary E. Connelly* 7
 Why You Should Belong to the UBEA International Division—*Hamden L. Forkner* 41

THE FORUM:

- The Local Bank—At Your Service—*Nan C. Moberly* 9
 In-School Work Experience—*Eline Krisch* 12
 Molding the Employables in General Clerical—*Leroy A. Brendel* 14
 Improving Voicerecording Training Records—*Minna Strauss* 18
 Let's Dramatize the Interview—*John H. Callan* 20

UNITED SERVICES:

- The Telebinocular Helps to Discover Visual Difficulties Affecting Achievement in Shorthand Learning—*Dorothy H. Veon* 25
 Teaching Typewriting to the Slow Learner—*Herbert L. Becker* 26
 The Challenge of the Present-Day World to the Accounting Teacher—*Thomas B. Martin* 27
 How to Make Office Clerical Education Effective in an Academic High School—*Laura L. Brown* 28
 Coordinating Clerical Practice and Secretarial Practice in the Small High School—*Eva Stevenson* 29
 Speech Training an Aid in Education for the Distributive Occupations—*Viola L. Thomas* 30
 Pupil-Teacher Planning and Group Techniques in Basic Business Classes—*Lela L. Johnson* 31
 Valid Standards from the Local Survey—*Vernon V. Payne* 33

UBEA IN ACTION:

- Headquarters Notes—*Hollis Guy* 4
 News, Plans, and Programs 41

AFFILIATED, COOPERATING, AND UBEA REGIONAL ASSOCIATIONS:

- Area, State, and Local Associations 46
 Regional Associations 46
 49

INDEX TO ADVERTISERS: 50

BUSINESS EDUCATION FORUM

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The United Business Education Association is the amalgamation of the Department of Business Education of the National Education Association and the National Council for Business Education. The Department of Business Education was founded July 12, 1892 and the National Council in 1933. The merger of the two organizations took place in Buffalo, New York, on July 1, 1946.

Contents of BUSINESS EDUCATION (UBEA) FORUM are listed in Business Education Index and Education Index. Articles published in BUSINESS EDUCATION (UBEA) FORUM are the expressions of the writers and are not a statement of the policy of the Association, unless established by a resolution.

Business Education (UBEA) Forum is published monthly except June, July, August, and September by the United Business Education Association, a Department of the National Education Association of the United States, (also publishers of The National Business Education Quarterly.) Executive, editorial, and advertising headquarters, 1201 Sixteenth Street, N. W., Washington 6, D. C. Membership in the Association is \$3 a year, \$2 of which is for a year's subscription to UBEA Forum. Three dollars a year to non-members. Single copy 50 cents. Checks should be drawn payable to United Business Education Association and mailed to the Executive Secretary, Hollis P. Guy, 1201 Sixteenth Street, Washington 6, D. C. Four weeks' notice is required for a change of address. In ordering a change, please give both new and old address as printed on wrapper. Entered as second-class matter March 27, 1947, at the post office at Washington, D. C., under the Act of March 3, 1879. Additional second-class entry at Baltimore, Maryland.

UBEA

1201 SIXTEENTH STREET N. W., WASHINGTON 6, D. C.

HEADQUARTERS NOTES

Washington, D. C., February—For the first time in three years, the joint meeting of UBEA Divisions returns to the mid-west. It is customary for these groups to meet in the same city as the American Association of

Colleges for Teacher Education and the American Association of School Administrators. Since AASA is holding regional meetings in 1952, the AACTE chose Chicago for its convention city. It is anticipated that

next year's convention will follow the same pattern as in previous years with Atlantic City as the host city.

● The Georgia Business Education Association was the first affiliated association to take action and report on the 3-point invitation for participation in the Twenty-sixth Conference of the International Society for Business Education. Elizabeth Anthony of Columbus, Georgia, has been named GBEA's delegate to the conference; pecans will be the Georgia souvenir for delegates; and a committee is working on plans to bring a foreign visitor to Georgia at the conclusion of the conference. For more details concerning the conference, turn to page 41 in this issue of the FORUM and to the ISBE column in the October and January issues.

William G. Carr, associate secretary, NEA, and secretary-general of the World Organization of the Teaching Profession, has announced another international meeting of interest to educators—the WOTP convention which will be held July 26-31 in Copenhagen, Denmark. Following this convention, the major national teachers organizations of the world will meet to inaugurate a new international organization to be known as the World Confederation of Organizations of the Teaching Profession.

● Headquarters Hotel for the 1952 UBEA Representative Assembly will be announced in the next issue of the FORUM. Fifty-one associations of business teachers are eligible to participate in the 1952 Assembly. The UBEA By-laws state that "Each affiliated business education group with membership up to fifty is entitled to one delegate to the Representative Assembly. Any affiliated business education group with more than fifty members is entitled to two delegates to the Representative Assembly."

It is important that affiliated associations send their strongest and ablest members to represent them as delegates at this annual meeting. Delegates must be members of UBEA as well as members of the affiliated association. The UBEA budget does not provide for payment of expenses of delegates; however, some of the state associations have funds earmarked for this purpose.

Any member of UBEA may attend the open sessions of the Representative Assembly in a non-delegate status.

Hollis Guy

UBEA Executive Secretary

P.S. on page 45



*You
Have a
Date*

Sherman Hotel
Chicago, Illinois
February 21-23, 1952

Joint Meeting of UBEA Divisions

- UBEA Research Foundation
- Administration Division of UBEA
- U. S. Chapter, International Society for Business Education
- National Association of Business Teacher-Training Institutions

GENERAL MEETINGS—OUTSTANDING SPEAKERS

DISCUSSION GROUPS ON TIMELY SUBJECTS

*Write to presidents of respective divisions for
further information about meetings, or address:*

HOLLIS GUY, Executive Secretary

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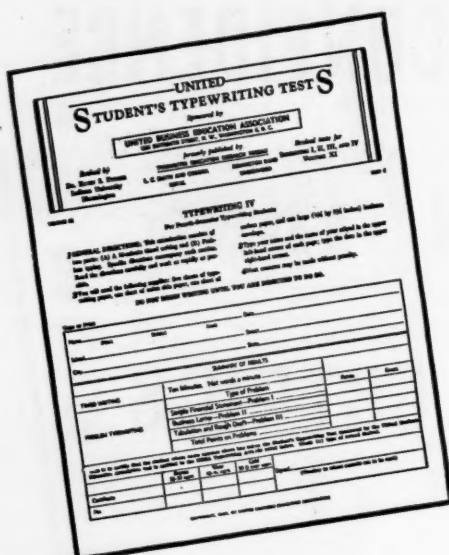
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 Part I. Timed Writing
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SUCCESSFUL UNIT PLANNING IN CLERICAL PRACTICE

Clerical practice is no longer in the experimental stage. More and more secondary schools are recognizing the necessity for and are providing the indispensable training for clerical workers. Specialized clerical curricula have been introduced into the school programs to take care of the vocational needs of boys and girls who do not wish to or are not capable of preparing for stenographic or bookkeeping positions. The course offerings have been planned to meet the needs of the largest potential employment area in business today. As business education teachers, our responsibility is tremendous. We are guiding the destinies of our future citizens and through them, helping to guard and strengthen our democratic way of living.

How can teachers meet this challenge of the clerical practice curriculum? Look over any list of jobs that are classified by business as clerical duties, and you will find enough variety of learning experiences to interest every boy and girl in any given group. This interest will not be the same in any two students for it will vary with abilities, future needs, local business requirements, and the like. Also, it is rather difficult to measure the relative value that two students will place upon one area of job preparation. What interests one student may have very little appeal to another. Hence in making out lesson plans for a unit of work in clerical practice, the teacher will do well to recognize the variety of interests and build the units of work around the individual students.

The clerical practice course is not a reading course but an action course. Real business situations or experiences should be presented in the classroom that will help the students to feel the office atmosphere. Therefore, it is necessary for the school to have proper equipment. It requires quite a stretch of the imagination to visualize or "breathe" the air of a business office in a classroom where there are desks, chairs, and blackboards only. Our clerical practice classes should be taught in an office laboratory, just as we teach science in a science laboratory. One room in the high school should be converted into a model office, and this room should be used by business preparatory students only. The equipment should be up to date and adequate to serve the requirements of business in the local community. There should be enough equipment so that the student can get the "feel" of an office and participate in the clerical processes. The teacher should have actual business experience, and real office projects should be used to supplement the textbook projects.

Successful unit planning in clerical practice classes recognizes the interests of the students by keeping the objectives of each lesson clear. Such objectives should be explained to the students; they should be attainable by the students; and they should be practical, useful, and lead toward the occupational competency of the students. If members of the class are part-time workers in local business houses, they should be encouraged to bring their on-the-job problems into the classroom for discussion and solution. Economy of motion should be stressed in the handling of mail and business forms, using the telephone, filing, calculations, typing, and in directing others on the job.

Teachers of clerical practice should be familiar with and use the many and various kinds of teaching aids that offer invaluable aid in demonstrating the effects of skillfully applied techniques—such aids as motion pictures, film strips, charts and graphs, specimens of business forms and papers, and others. These visual aids should be up to date and depict business situations or the development of methods of skill building that are current and authentic.

Clerical practice or office practice education is for immediate application. However, the kind of training we give our students should be a long-term investment in our American way of life. The real business teacher is not static. He changes his method of teaching as business progresses.

MARY E. CONNELLY, *Editor*



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THE *Forum*

The Local Bank—At Your Service

*Few students are aware of the many and varied services of a bank,
but all will profit by a thorough knowledge of them.*

By NAN C. MOBERLY
Sherman High School
Sherman, Texas

If you were living in a town with no bank and were handed \$10,000 about four o'clock in the afternoon what would you do? Well, what would you do?

Most of us have come to accept a bank as just a part of our community. We think of it as a building furnished and arranged for the safe handling and keeping of money. We call this process banking.

We know that the best way to learn is by doing but it is hardly possible that each student will be able to set up a checking account and go through the entire process of banking procedures while in school. The next best thing is to give careful study from available material while in the classroom and then take a planned trip to a bank. Prepare the group for possible questions to ask and things to look for while in the bank.

Begin the study by listing with the students the points to be considered. These will usually include checking accounts, savings accounts, safe deposit boxes, trust accounts, special checking accounts, and loans. The checking account should be covered most thoroughly because it is more likely to touch the life of all.

The New Accounts

The steps in opening a new checking account are especially important. Pupils should understand that a person must have acceptable identification when he is a stranger in town. Another point which a pupil is often surprised to learn is that a cashier has the right to refuse a deposit under certain circumstances. It is fun for them to see who is first to get the answer. Following the proper identification is the study of the signature card and the power of attorney. The bankbook and its use, the deposit slip, and the checkbook are presented along with the procedures of the bank in regard to service charges and other charges.

Some pupils will not know how to make the deposit

slip. It is very easy to have blank forms on hand and let each one fill in some of them, using a list prepared by the teacher or, better still, from a few checks on John Doe plus whatever money the student may have with him. Here is an excellent opportunity to show that it may be done on the typewriter, listing in one entry the currency and silver and the total sum of all the checks. After the final total is made the deposit slip with checks, currency, and silver is ready to go to the cashier. If the bankbook is used, the deposit slip need not be made in duplicate but may be used if desired. If it is used, the cashier initials it as he does the bankbook.

At this point the responsibility of the bank for the depositor's money may be discussed. This includes his taking precaution to see that all checks on the account have the proper signature; also, that no checks are cashed beyond the amount on deposit and that accurate records of all transactions are kept. He presents cancelled checks with the proper statement to the depositor at specified intervals according to the practice of the bank.

The next point to consider is one very often overlooked entirely—the responsibility of the depositor. The depositor must realize that he is to write checks on that account only as long as he conscientiously thinks he has money in the bank to cash them. When a depositor overdraws his account he is abusing a bank service. It is his moral obligation to be as consistent as possible in this matter. Discrepancies may occur but never let it be said that such become a habit.

Another obligation on the part of the depositor is to write his checks as correctly and as legibly as possible. Students should understand the meaning of each part of the check and why it is used. The lines should be filled in starting at the beginning point of the line in order to avoid any possible temptation for changes. This

"Enough time is spent by each individual in some connection with the bank to warrant teaching it. . . ."

can best be shown with a demonstration on the black board, letting the pupils fill in blank checks at once, then review this a few days later without the demonstration, and again much later. Carelessness on the part of the depositor in writing checks may result in loss of time as well as money. The typewriter is the best means for writing checks because of legibility and rapidity. (Time yourself sometime! But typewriters cannot be carried in one's pocket, so it is well to stress the use of a pen or indelible pencil when a typewriter is not available.

Handling Checks

Further obligations of each depositor include keeping an accurate account of his checks by filling out the check stub *before the check is written*, and knowing the amount of service charge and any other deductions the bank uses in order to be able to reconcile the bank statement promptly. When the statement arrives he can check it against the stubs and find his checkbook balance by subtracting the outstanding checks from the bank balance. Then all service charges must be subtracted from this in order to know the exact balance on which to write additional checks. This helps to account for any discrepancy between bank statement and checkstub figures.

The transfer, cashing and canceling of checks should be carefully explored. One student may write a check to the class treasurer and give it to the class president who in turn gives it to the teacher who passes it on to the student body treasurer who hands it to the principal. This will call for the study and understanding of endorsements. For instructive purposes one endorser may use a blank endorsement, the next a full, the next a restrictive and the last may use a rubber stamp. The cashing and canceling can be gone over lightly with the understanding that the trip to the bank will reveal this more fully. It is timely to explain that the perforation made in canceling checks serves as excellent evidence in court cases involving checks as well as proving the check has been paid.

How does one know when to cash a check given by a stranger? This brings in the matter of acceptable identification, which may be a lodge receipt, social security card, or driver's license (if these are signed correctly). Let the students ask some of the bank officials for further acceptable identification.

Savings Accounts

Savings accounts should be taught by comparison with other means of investments. The different types of savings, rate of interest paid, and best time to withdraw should be brought into focus. These are also good questions for the bank officials to discuss with the students. However, the student must know how to figure interest in order to use his own judgment wisely.

Special checking accounts and trust fund accounts need not be covered too thoroughly, but it is well to show to the satisfaction of the pupils the place of these accounts in business, and advise them to consult a banker if need arises.

Change-making machines can be discussed in the classroom, but it is much more interesting and impressive to



Alert business teachers make use of business institutions as laboratories where their students may actually observe equipment in operation and talk with the employees concerning the services or products of the business.

observe the performance. This can be done at the bank while the machine is in operation. If possible, have the pupils operate one. Ask the official to show the students how the money is arranged in the drawers for the tellers and cashiers and explain the particular use of this arrangement. Along with this may be given the ways of protecting the money from fire and theft.

Safe deposit boxes are usually interesting to younger people because they seem to carry an air of mystery and prestige in their meaning. No doubt this is a carry-over from some mystery story or comic book, which may be useful as a motivator. However, the value of the boxes in terms of convenience and safety for storing valuable papers, such as deeds, notes, insurance policies, and the like; as well as jewels and silver or any other personal material should be included. Here again the procedure can be explained by the bank official while showing the location of the boxes.

Teaching the Function of Loans

Loans are so important that plenty of time must be allowed to cover them. When to ask for a loan, where to ask, and how much to ask, must be thoroughly understood. For those of us who do not understand loans it is always wise to seek the advice of a reliable person. Sometimes one may feel the need of a loan in an emergency and at such times deliberation and caution are often disregarded. Consequently it is advisable to learn of the best procedures before an emergency arises. There are hundreds of short-time loan companies, loan sharks and frauds floating around for one's convenience. Pupils must be told how to recognize them regardless of what they claim or what the advertising seems to say. If the rate of interest is not given, they must know how to find it. They must also know how to figure interest for various periods of time. This may take some extra class periods but it will be time well spent.

It is also well to know some of the established and reliable sources of securing loans. At this point it is time to consider "the banker." He is a member of the community, a citizen of good standing who has worked and lived long enough to establish himself as a good business person. His sincerity and honesty must be unquestionable if he is to maintain the reputation of his business. He must exercise good judgment in money matters. Usually he has some idea of present and future possibilities of business beyond his realm of active service. When one goes to him for sound advice, he checks and double checks before making a final commitment. While his primary interest is in the bank, he also has an interest in the prospective borrower who is or may become a depositor. One does not have to follow the advice of a banker but one can weigh matters more wisely following a conference. Another source for obtaining loans is from a person with money. Sometimes this person is willing to loan at the same rate of interest he would receive if he should invest it in government bonds. Unless this person is known to be trustworthy it is imperative that a complete investigation be made before any dealing with him. Here the advice of a reputable lawyer or experienced and established friend is valuable.

Money borrowed from a short-time loan company may have interest that runs as high as 36 per cent in some instances and much higher in others. It should be realized that \$500 with interest of one per cent for one month really amounts to 12 per cent for a year no matter from what source it is borrowed. Installment buying often carries 20 per cent carrying charges even with reputable companies. If money can be borrowed for one year at 6 per cent, it is wiser to borrow it and pay cash for a purchase than pay the 20 per cent installment rate.

Discount must be understood just as completely as rates of interest. Especially is it necessary for students

to understand that a bank or other businesses will deduct the interest due before the principal is given to the borrower. Notes that one holds may be a source of income if taken to the bank or an individual and cashed at a certain discount. It is highly important for the student to understand how to figure the discount, the time and the net amounts on these transactions. Again it may take extra time but will prove its worth.

Last but not least, there should be some understanding of the various ways in which banks may be used in sending cash payments over the country. It is essential that 90 per cent of the nation's business is carried on by checks. Besides personal checks, there are certified checks, voucher checks, bank drafts, cashier's checks, and traveler's checks. All these should be understood—their appearance, what they cost, how they may be obtained and how they may be cashed. A word of warning to the pupils about what to do in case any of these are lost should not be overlooked.

Banking is a business service. The majority of us use this service sometime in our life and most of us use it more times than we can count. At least, enough time is spent by every individual in some connection with banking to warrant teaching it quite thoroughly in our schools.

SELECTED READINGS ON GENERAL CLERICAL AND OFFICE MACHINES

From Business Education Forum (Vols. I-VI)

- "A New Approach to the Clerical Practice Course," Myrtle Grover, Dec '51, p. 29.
- "Advanced Office Practice," Peter L. Agnew, Oct '47, p. 10.
- "Are We Teaching Students to Live?" Otis Lipstreu, Nov '48, p. 14.
- "Basic Clerical Training Desired by Business," J. Robert Cullinan, Oct '47, p. 11.
- "Beginning Clerical Worker, The," Marion M. Lamb, Feb '49, p. 27.
- "Business Class Makes a Survey," Rose Slain, Dec '47, p. 10.
- "Business English Teachers Can Help General English Teachers," Mother M. Stephen, Nov '51, p. 29.
- "Business Machine Training for All Business Teachers," Christine Stroop, Jan '48, p. 37.
- "Business Show, Mid-Century," James R. Meehan, Dec '50, p. 33.
- "Clerical Office Machine Program for Small High School," Harold Ferguson and Gertrude Bates, Feb '48, p. 30.
- "Clerical Practice: Training Ground for Desirable Personal Traits," Helen J. Keily, Feb '51, p. 17.
- "Clerical Training Values of Calculating and Adding—Listing Machines," R. D. Bryan, Jan '48, p. 29.
- "Clerical Work in the Federal Government," Marion M. Lamb, Jan '49, p. 13.
- "Common Denominator in School and Business," Rufus Stickney, Apr '51, p. 31.

(Continued on page 23)

"Above everything else a curriculum depends on an understanding of individual workers."

In-School Work Experience

Teacher-pupil cooperation in an office-production class proves popular and stimulates good work.

By ELINE KRISCH
Newport News High School
Newport News, Virginia

Our office production class came about of its own accord. There was a time when outside work assigned to us was done in the advanced typewriting class, and after that, in any class, beginning or otherwise. If the pupils were not sufficiently advanced in their work and the work had to be done immediately, an advanced pupil was taken from class, and then after directions and assembling of supplies, started the work. At times it would be necessary to transfer another pupil from his typewriter in order to have the work done on a certain machine. As a rule, the work was brought in at the last minute with the suggestion that it be done "for practice." All this with maybe a beginners' class in the room!

Interruptions

Many typewriting teachers have had this same experience. The beginners' work for the day was disrupted and practically ended. With the advanced pupil typing away, it was difficult to pick up the work again.

This sort of thing went on year after year, until the principal had the happy thought of an office production class—a class that would do only this outside work and nothing else—and for regular school credit. It worked! The pupils like it and tell their friends that it is the best class of all, and that they learn more in office production than in a formal class.

Outside Work Assignments

The class is a natural. Each member of the class knows when beginning an assignment just why he is doing it, the name of the person who requested the work, the approximate date when needed, and when it is a rush job. Included in the assignments are letterwriting, typing duplicate, triplicate, and up to eight copies on onion-skin paper, cutting of stencils for the mimeograph, operation of the mimeograph, the assembling of a piece of work, and work on a long carriage machine. Much of the work received is written in longhand, and if it is an important

piece of work, such as the English Course of Study, a format is worked out and a rough copy typed. Stencils are cut after this rough copy has been carefully checked, sometimes by two pupils, and in this type of work by the teacher. Stencils are then checked, presented to the teacher for final approval, and then turned off on the mimeograph. The first good copy is brought to the instructor, after approval the number required is checked, and the run is made. This work is done in a cooperative spirit and with the thought that it must represent their best effort. This is the standard from the beginning of the course.

Class Procedure

Long ago it was found necessary to have a definite procedure in regard to acceptable work. Before the organization of this class, work came from everywhere—personal, local organizations, churches, private schools, and all in addition to the work of our own school. The work is now approved by the principal or his secretary and is confined to the school system and its organizations. This does not mean that we do not want to do the community work—it is impossible to fill the many requests. To do good work, *one must have the time to do it*. The shipyard in our city has a wonderful motto and one that it has lived up to. It is—

*"We shall build ships,
At a profit if we can,
At a loss if we must,
But always, good ships."*

This same principle can be applied to anything we do. It is the spirit that permeates the class.

Pride in Perfection

Care is taken to be sure there is adequate time to perform a good job. After several weeks, pupils pride themselves on the fact that they can work faster. They deliver their own work when it is finished, and often

"Every learner needs a feeling of at-homeness and security in his group."

report that they were praised for a beautiful piece of work. They are eager to start another assignment. The above procedure is followed in all types of work. When a rough copy is not necessary, it is not made.

The size of the class is dependent on the length of the period and the flow of work. In our school with a 55-minute period, we have found that about 12 or 15 pupils make the ideal class. We have enough work to keep them busy. Any pupil with good habits and attendance record in the second year of typewriting may take the class.

Work on Rough Copy

The work done offers a challenge to any office worker. When the English Course of Study was rewritten by that department a year ago it was sent to us. Each teacher sent a handwritten rough copy. To have uniformity throughout the entire piece of work, the copy had to be read carefully before the style for the whole course of study could be planned. Each student working on the job followed this layout, observing the same procedure for the first page of each unit, the line length, the spacing, the bottom margin, the numbering of pages, outlining, with or without punctuation, and the other details that go into the setting-up of a piece of work. The rough copy was typed and after careful proofreading and criticism, the stencils were cut.

Another type of work is the semi-annual report of the home economics department to the state education department. This is also done from the handwriting of several teachers. It must be correct; it must be neat. We all know this, and we all work for it together, pupils and teachers.

The programs for the senior assembly and the commencement church service are mimeographed by the pupils. These programs have to be worked out carefully, spaces counted, spelling of names checked, names counted to be sure that no one has been omitted, style decided upon. After the rough copy has been checked by at least two pupils and the instructor, the stencil is cut. Keys are carefully brushed regularly for good work. Fifteen hundred copies are usually made. The girls who do these programs are proud of them—their own senior graduating programs. They are autographed and some kept as souvenirs of the occasion.

Work in Various Fields

This is only a sample of the work we do. Much of it is scientific, where care must be taken in spelling. Some pertains to mathematics, where symbols must be carefully made and checked. Many other types of assignments are received such as tests, reports for the administrative offices, letters concerning educational associations, forms for the school nurse, bookkeeping job sheets, library notices, school directory, tabulated reports on

long carriage machine, scripts of plays for class night program, booklet style programs for PTA Federation, campaign posters for Student Council elections, English readings lists, and the like.

Pupil Cooperation

As mentioned before, the pupils like the class, and the teacher enjoys it, too. We often wish that it were possible to work together the entire morning. It is not uncommon for pupils to return during the day to continue their work or finish an assignment. The class and work seem to go on of its own accord. We have a feeling of satisfaction, of accomplishment, and of service to the school.

Usually in a group of this kind there are a few who take over extra duties, which require extra time, before school or after school. They can be counted on at any time. Because they have a feeling of responsibility, they work quickly and satisfactorily. These pupils, upon recommendation by the teachers concerned, are singled out as outstanding and are awarded a school service letter at the spring assembly.

Sound Career-Preparation

Indirectly, these pupils are getting ready for that first position. The standard is usable, mailable work, and with constant doing to acquire the skill to do this work faster. This is what the boys and girls will be required to do in business. They have learned to take time to look over a piece of work so that decisions can be made on style and setup, to take time to decipher handwriting and to question the meaning of words that they are not sure of, to check spelling, and to decide on punctuation. We have found that words are often misspelled in a rough copy. They know that correcting the copy is their responsibility. Sometimes it is evident that something has been omitted. A conference with the person requesting the work is necessary. In other words, they are beginning to *think* about what they are doing. They understand the importance of proofreading and neatness, and turning out a "beautiful" piece of work.

Understanding the Pupil

"Above everything else a curriculum depends on an understanding of individual learners."¹ The teacher has a wonderful opportunity in this class to do just that—understand each individual. This understanding is reached as instructor and pupil work together, side by side, and day by day. Personality can be developed, confidence instilled, and a happy, efficient young person is ready to start his career.

¹Stratemeier, Forkner, and McKim. *Developing a Curriculum for Modern Living*. New York: Bureau of Publications, Teachers College, Columbia University, 1947. p. 300.

"Much of a pupil's success depends on how well he is conditioned for the job."

Molding the Employables in General Clerical

It is equally important to develop the personable approach to the employer as it is to develop skills

By LEROY A. BRENDEN
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Although well equipped with desirable on-the-job personality qualifications and well trained in certain basic skills, only a limited number of high school seniors are even remotely conscious of the seriousness that should be attached to the ultimate objective of their business training—the obtaining and holding of a good position. The prospect of having to find a "buyer" for his "merchandise" in the employment market is about as visible to a June graduate as an ant crawling over the peak of a distant mountain. The business teacher who does not recognize this when school opens in September will fail to help his pupils adjust themselves to their occupational life.

While both education and business recognize that no fool-proof formula can be effected for developing techniques for finding, getting, and holding a job; it is the unwritten law of the business teacher that he should develop with his pupils some organized procedure for job-getting and job-holding. Much of a pupil's success depends on how well he is conditioned for the job.

The best place to develop such a plan, it appears, is in the office practice class—*supplementing not displacing* necessary skill development. For most pupils the twelfth grade provides the final training before transferring to occupational activities. Since this is true, pupils in the senior year should be made "job conscious" from the very first week of school, and kept that way throughout the year. Teacher "lip service" is not enough; there must be an organized plan. Such a plan is outlined in the following paragraphs.

A few general remarks are pertinent to understanding the outline which follows:

1. The project is divided into ten separate jobs, each highly related to the other.
2. The outline is not intended to be covered in a period of three, four, or five weeks. Instead it is designed to extend from the first weeks of September until June when the pupil is placed on the job.
3. No forms or illustrations have been included. Responsibility for collecting such forms must rest with each teacher. While many modern business textbooks offer excellent illustrations, a more realistic approach to the problem is to collect and adapt local forms.

3. A notebook, labeled "Personal Job Folder," "My Job Kit," or some similar title should be kept by each pupil. In it should be a collection of material of interest and help which should prove beneficial when actually finding, getting, and holding a job.

Job 1—Analyzing One's Self

Desirable Pupil Outcomes:

1. An awareness of skills needed to meet local business requirements.
 - a. Rapid production of mailable typewritten work, including transcription from shorthand notes.
 - b. Ability to operate common office machines.
 - c. Ability to file correctly.
 - d. Ability to handle common office records.
2. An awareness of "job fitness."

Pupils should be encouraged to obtain pictures, articles, job requirements, and other information for posting on the bulletin board. This can include items about former pupils and people they know.

Attention should be focused on individual pupil diagnosis. Each pupil should be encouraged to think about himself, and the teacher should help each to strengthen desirable personal qualities and to eliminate undesirable ones. This self-evaluation and self-improvement program should not be limited to the time devoted to personality development in the course outline; rather, it should be coordinated with the work covered in each class.

The self-analysis chart is a direct approach to this problem of self-evaluation. The chart may be elaborate like those found on the market today, or one in which the pupil merely lists his strong points in the first column of a divided page and his weak points in the second column. However, a word of caution: whatever device is used, it should not be used until the pupil has had several days to think of himself in terms of what the device attempts to accomplish. After several days of self-evaluation, the pupil can take a personal inventory of his assets and liabilities. He should be encouraged to discuss his personal "Statement of Condition" with the teacher or with his guidance counselor in an effort to de-

"Each pupil should be encouraged to set up individual objectives."

termine what can be done to further develop his assets and to reduce his liabilities. Records of school activities, grades, and anecdotal records should be used to the fullest to effect desired changes in pupil attitudes.

Job 2—Discovering Job Opportunities

Desirable Pupil Outcomes:

1. To know the various ways to discover job opportunities and possible employers.
2. To understand what use should be made of employment offices and agencies as contrasted with direct job hunting.

The initial step in seeking employment is the knowledge of where to look for a job and how to learn of vacancies.

Pupil-committee surveys of local sources of job information (YMCA, Rotary Club, Chamber of Commerce, and others) should be made, reported to the class, and the results placed in each pupil's folder. Experience in writing "situation-wanted" ads to be run in the local newspaper should be provided. Lists of employment agencies and friends who might help the pupil in finding a job as well as a list of firms for whom the pupil would like to work with reasons for his choice should be thoroughly thought out and tabulated. Government bulletins should be obtained and job possibilities with the Government should be studied.

Job 3—Selecting a Specific Job Opportunity

Desirable Pupil Outcomes:

1. To evaluate the relative merits of local and out-of-town jobs.
2. To consider the relative merits of taking a poor job in the hope of quitting it for a better one later.
3. To consider the importance of a good salary in relation to a pleasant life in a given occupation.
4. To consider the starting wage as compared with the wage to be earned in later years.
5. To consider "specialization" versus "Jack-of-all-trades, Master-of-none" jobs.
6. To evaluate the advantages of a civil service appointment.

Considerable time should be spent on such topics as the ones listed here so as to enable each pupil to choose logically where he wants to work. Each should be encouraged to set up individual objectives, to analyze his suitability in meeting those objectives, and to look for a job that most nearly satisfies both his objectives and suitability.

Pupils should be made aware of the fact that while wages are an important factor in job selection, they are not always the most important. Such job objectives as a service to society, opportunity for mental and social

growth, provision for choice and re-choice, personal benefits (retirement fund, insurance, educational opportunities, and the like) contribute greatly to a happy, well-adjusted adult life.

Advantages and disadvantages of working in each of the following situations should be tabulated for the notebook: in a large office, in a small office, out of town, locally, in a highly specialized office, in a general office, for the Government (city, state, National). A statement by each pupil expressing his preference of each of the above with reasons for such preference should be prepared for the Personal Job Kit.

Job 4—Evaluating "Job Fitness" Through Others

Desirable Pupil Outcomes:

1. To compare personal opinion of "job fitness" with other teachers in the school.
2. To set up a constructive program to overcome personality deficiencies and to strengthen strong points.
3. To evaluate "job fitness" in terms of those who work in the business world every day.

As implied in Job 1, one of the most important uses of the self-analysis chart is to stimulate pupils to evaluate critically their own physical, mental, moral, and social attributes in terms of "job fitness." Equally important to each pupil is the knowledge of what others think of him. Collecting this data from other teachers will require some time and thought; however, if the purpose of the project is carefully outlined to those teachers, no resistance will be encountered. A word of caution: the entire process must be done in a strictly confidential manner. The teachers' ratings must not be revealed to any pupil. No pupil must have access to any of the rating sheets while they are in circulation.

One way to handle the problem is to (a) assign the pupil a number; (b) place his number on three of the same or similar forms as those used in Job 1; (c) select three of his teachers and hand each a numbered form with key to numbers if teacher is to rate more than one pupil; and (d) collect the ratings and hand them to the pupil for careful scrutiny against his individual rating in Job 1.

Once again pupils should be encouraged to discuss with the teacher or with the guidance counselors the problems as revealed by the rating sheets.

Another very successful device for giving pupils outside opinions is to form a panel, headed by a pupil chairman, the personnel of which is made up of representatives from both large and small business offices, from civic and charitable organizations, and from Government offices. As a result of "planting" a few well-chosen questions in the student-audience, to be asked at the opening of the assembly, group enthusiasm will

"Skills are all-important but of little value unless supported by proper job behavior."

soon reach a high peak. Pupils are naturally curious to learn from those in the field, and once the "ice has been broken," they will participate actively.

Among the factors which the panel may be asked to develop are the following: (a) value of the interview to the applicant and employer; (b) importance of creating favorable first impressions, "nervousness" during interviews and the part it plays in making the final selection; (c) types of pre-employment and post-employment tests (physical, mental, skill) and use made thereof; (d) use of the application blank as an intelligence test and a screening device; and (e) value of follow-up by applicant, in-service programs, etc.

Job 5—Contacting the Employer

Desirable Pupil Outcomes:

1. To evaluate the many different ways in which to contact an employer.
2. To understand the place of "pull" in obtaining a job.

Contacting the employer may be divided into two phases: (a) laying the foundation, and (b) furnishing data to the employer (Job 6). In laying the foundation, an applicant must have an understanding of the several ways of contacting the future employer: a letter of application, a telephone call, a personal call at the office, "pull." Advantages and disadvantages of each method should be thoroughly developed. Attention should be focused on the use of the telephone in securing an appointment—the voice, what to say, etc. Emphasis should be placed on the fact that a letter of application is really a silent "salesman" providing a verbal picture of the applicant in his absence and is considered by many employers as a good intelligence test. The legitimacy of "pull" directed through proper channels and confirmed by facts should not be overlooked nor de-emphasized.

Job 6—Furnishing Data to the Employer

Desirable Pupil Outcomes:

1. To understand the techniques of furnishing information to the employing official.
2. To understand the importance of filling out all blanks in an application blank and of following instructions closely and correctly.
3. To know how to obtain good recommendations.

This phase of "contacting the employer" should be closely coordinated with work in the English class. Special benefits can be derived if teaching the letter of application in the English class coincided with the time devoted to this job in office practice.

Under such a pre-arranged plan, the English class is responsible for writing letters of application, preparing personal data sheets, etc. The office practice class is responsible for providing the time, equipment, and supplies for typing these projects. In addition, the office

practice teacher who is best qualified to give the necessary guidance in its composition should inject a special data sheet headed "These Things I Can Do."¹

This sheet should show the pupil's competence in handling various office skills. Briefly, it contains four columns headed: "My Skills," "Excellent," "Good," and "Fair." Such skills as the following should be listed in the first column with checks in the appropriate level-of-competency columns for each of the specific skills:

Dictation-Transcription

Dictation at 80-100 wpm
Transcription Rate
Quantity of Mailable Work

Office Machines

Mimeograph
Liquid Duplicator
Calculators
Listing Machines

Recording/Bookkeeping

Preparing Deposits
Figuring Pay-Rolls
Reconciling Bank Statements
Journalizing-Posting
Preparing Closing Statements

Typewriting

Copying from Rough Drafts
Preparing Statistical Copy
Preparing Multiple Carbons

Miscellaneous

Filing
Other Clerical Duties

Over a period of six to eight weeks each pupil should fill out at least six different application blanks. In many cases an applicant fills in such a blank during the interview, therefore, all application blanks, with the possible exception of one which may be typed, should be completed in ink.

It is extremely important that pupils understand that these data sheets, like the letter of application, are also used as intelligence tests and as screening devices in many instances.

Job 7—Pre-Interview Preparation

Desirable Pupil Outcomes:

1. To know the value of proper grooming.
2. To know what constitutes proper grooming.
3. To plan in advance "sales points" for the job.
4. To plan in advance how to meet possible objectives and conflicting opinions.

Of utmost importance is the planning and preparation that should go into grooming for an interview. Con-

¹Adapted from "What To Do—" by Hamden L. Forkner, *Dictaphone Educational Forum*, April, 1950, pages 13-16.

"Job behavior cannot be dialed on and off at will."

siderable time should be devoted to discussing proper dress and in pupil demonstration of such dress. Talking points to open and close an interview should be carefully worked out. Answers to general objections, general statements, and conflicting opinions should be studied and prepared, especially to "You lack experience," "Tell me about yourself," or "How much salary do you expect?" The applicant should have a prepared list of names of people who can speak well of him. Materials, such as a pencil, a small dictionary, a pen, an eraser, should be placed in a large envelope ready for any pre-employment test that may be presented. The applicant's Social Security card should be available; and if he does not have one, he should be directed how to go about procuring one at once.

Job 8—The Interview

The best way to learn about interviewing, other than experiencing the real thing, is to study and participate in demonstrations. Practice interviews, therefore, should be provided. Prior to such practice, two or three former pupils should be invited to discuss their interviewing experiences. Guidance counselors and businessmen should also be asked to instruct and demonstrate to the class. Recordings, films, and short dramatizations, followed by discussion should be used to develop the confidence necessary to conducting even a successful practice interview.

In preparing for the interview, the teacher should call attention to the following important points: prompt arrival for the interview, reception room conduct, smoking and gum chewing, mannerisms, entrance and leave-taking, weaknesses of "if" and "when" statements, and the like. Pre-employment tests are of great concern to many applicants. It is vital that these inexperienced young people be briefed about the nature and purpose of such tests, and that they undergo such a test experience under simulated office conditions. To accomplish this:

1. The office practice teacher should construct typical pre-employment stenographic and clerical tests.
2. A local personnel director should administer the tests in the classroom.
3. Each pupil's test should be identified by number only, known only to the pupil and teacher.
4. The tests, when checked should be discussed with the student. Such discussion should include weaknesses and strong points revealed by the test; whether or not on the basis of the test an applicant would be considered further for employment, and what could be done to overcome obvious weaknesses.

So that all might gain from practice interviews, those who demonstrate are rated by those who observe on an interview rating sheet. Since the dual purpose of these

rating sheets is to help the participants as well as the observers, the latter do not sign their names to their ratings, thus permitting them to rate more conscientiously without risking a "clashing of personalities."

Job 9—Post-Interview Self-Analysis

Desirable Pupil Outcomes:

1. To analyze conduct during interview so as to turn liabilities into assets.
2. To write a thank-you letter to the interviewer.
3. To plan a follow-up campaign on other possible openings.

An immediate step-by-step post self-analysis of a job interview should be made in the privacy of the applicant's room. Failure to secure one position may be a "blessing in disguise" in procuring another. A little irritating mannerism, an ill-timed handshake, too much talking, inability to handle pre-employment test—each might have contributed to influencing the employer's attitude, and corrective steps should be taken. On the other hand, constructive bits of information heard or observed during the interview should be mentally filed for future use.

A letter to the employer thanking him for the interview should be mailed within twenty-four hours after the interview, even though the applicant failed to secure the appointment. It should be emphasized that this follow-up letter is more than just a form of common courtesy; it affords another opportunity to furnish data not available or overlooked during the interview.

Job 10—Job Behavior

Although this job is listed as Number 10, it really must be started with the opening of school in September to develop a realization that: [1] holding a job is more difficult than getting one, [2] job behavior is not confined to office hours only, [3] skills are all-important but of little value unless supported by proper job behavior, and [4] job behavior can not be dialed on and off at will, but needs frequent "tuning in."

These ideas can be correlated and fused with other jobs to effect progressive changes in pupil attitudes over a period of time through required readings, class discussions, recordings, films, and demonstrations which deal specifically with personality and job behavior. Although the degree of success in attaining these goals is not immediately apparent, follow-up studies which show graduate placement, labor turnover, progress on the job, and happiness in the jobs will offer sufficient evidence that a teacher's efforts in developing with his pupils a job finding-getting-holding plan are wisely directed.

"One cannot define or give lip service to cooperation."

Improving Voicescription Training Records

Good work habits and business attitudes can be developed while learning to manipulate a transcribing machine.

By MINNA STRAUSS
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Life is full of problems for everyone, but particularly for the high school pupil, and even more particularly for the boy or girl who is learning how to operate a transcribing machine. The teacher gives a few instructions on how to operate the machine, a manual, some paper, a pat on the back, and then leaves the pupil to his own resources. The exceptional pupil learns in spite of this beginning. The average pupil works and struggles and just makes the grade. The slower pupil flounders, falters, and fails.

The teacher is busy with the class, trying to give help where help is most needed, and cannot stay by the side of any one pupil too long. But wait, and think for a minute! Through the transcribing machine, the teacher has the undivided attention of the pupil. Why not take advantage of this opportunity? The manual and the practice records can give the future operator a thorough training, not only in the skill of transcribing, but also in the development of proper work habits and business attitudes.

Most of the manuals which are used in connection with this type of training do attempt this development of habits and attitudes; but they either fail to follow through with reminders, or they use a vocabulary beyond the scope of the pupil's understanding. Following are some suggestions which might make the training of future transcription machine operators more effective.

The First Practice Record

The purpose of the first practice record is for orientation. Listening to the transcribing machine can be just as difficult as listening to a foreign language, and it takes practice to become acquainted with the sounds. The record also can be used for practice in stopping and starting the machine for phrasing. If the content is simple enough, it might be used for transcription by the pupil, if necessary. Aren't they busy enough just becoming accustomed to the noises coming from the machine? While the yare listening, though, they can be hearing some information which would help develop the correct attitude toward work. Of course, this information is discussed in other units of the office training pro-

gram; but repetition does no harm, instead it gives authenticity to the information. For example, one cannot define or give lip service to "co-operation." One should absorb the idea like a sponge so that being "co-operative" is just as natural a function as breathing.

The first record might contain a story of two girls who worked for the same firm. One girl is still employed while the other goes from job to job. The comparison of the two girls gives the pupil the first hints on how to be successful in office work. The following are excerpts from just such a proposed story:

"Mary started a handbook for personal use. This book contained all sorts of useful information. One section was for new words with their spelling and meaning, another contained information about mailing and postage, and a third contained a list of duties Mary was expected to perform each day. She would check these daily to make sure she had done everything.

"Mary is a nice person to have around the office. She always has a smile for everyone. She makes me feel as though I were doing her a big favor whenever I help her. Mr. Smith said that she makes him feel as though he were quite smart and clever. Very often when one of us had too much work to be done in one day, Mary would be there to help finish it.

"It was different with Patsy. Whenever an error was made, Patsy would try to pin the blame on someone else. There were some days when she never smiled. If Patsy had a large amount of work to do, she would expect someone to help her. If she finished her work early, she would pull out a book or a newspaper and read until it was time to go home. Mr. Smith saw her doing this one day and asked her about it. Patsy was not very polite to him.

"Not long after that, business slowed down. There was less work to be done and we could get along very nicely with one person less in the office. Of course, it was Patsy who was told her services were no longer needed. . ."

"Are you planning to be a Mary or a Patsy?"

If the pupil did not have to transcribe this record, nor worry about stopping and starting the machine for

phrasing, she could give her whole attention to the content of the record. Wouldn't that last question make her think, and place her on the road to doing something constructive towards becoming a good office employee?

The Second Practice Record

Starting on a transcriber is similar to starting on a new job. The operator must first become familiar with the work and the surroundings. She must have some idea of what is expected of her in regard to work, work habits, and attitudes. The first record gives her a few hints on what is expected of her "personally." The second record might also be used for orientation, this time to the office around her.

One of the manuals carries the operator right through the work for one business concern in which she is the stenographer. Here is a good beginning, but why not carry it a step further? Why not give the office force around her a personality? Why not introduce the pupil to some of her fellow-workers? From the first record we know that Mr. Smith is the general manager of the firm. How about Jimmy, the office boy, and a description of some of his duties? Mary, the stenographer in the first record, is still working in this office. The "I" in the first record is the office manager, who is represented by the teacher in the classroom. With this sort of introduction the pupil is not working in a vacuum.

Could we present the "fellow-workers" in the second record in this style?

"Before you start any real work, suppose we first acquaint you with some of the other people in the office. Don't transcribe this information, but just take notes on your typewriter so that you will know who these people are and what sort of work they do.

"First we have Jimmy. He is the office boy. Jimmy collects the mail several times a day. Another of Jimmy's duties is to take all the purchase orders which come in to the office, down to the warehouse. . . . If you run out of supplies such as letterheads, envelopes, paper clips, scotch tape, or pencils, call Jimmy. He will see that you get them.

"Then there's Mary. You remember her, don't you? She does the same sort of work you will be doing. . ."

Of course, these people should not be introduced here only to be forgotten. Reference to them should be made throughout the remaining records whenever it will fit.

Now the pupil is ready to go to work. She has learned how to listen to the machine, and how to operate it. She has her "position" in the office, and she has an idea about the work she will do. She knows the type of business for which she is working, and perhaps she has started her own handbook, or will start it when she learns more about the job.

The Third Practice Record

The third record should consist of a few short, simple paragraphs. It is with this record that the pupil will start the actual transcribing following this procedure:

1. Type the first paragraph from the printed copy.
2. Listen to the record and follow it on the printed copy.
3. Listen to the record, type the letter, and watch the printed copy for assistance.
4. Repeat step three.
5. Discard the printed materials and type the paragraph directly from the record.
6. If the typing was unsteady, repeat steps three and five until it is steady.

When the pupil can satisfactorily type the first paragraph directly from the record, then have him go on to the next one, and repeat the same process. All the directions could be given to the pupil right on the record.

Through the above steps, the pupil has the opportunity to develop the skill of using two machines in harmony, and should be able to master the stopping and starting of the transcriber without interrupting the flow of typewriting. The less said to the pupil about stopping to listen to the transcription before typing, the better, for then the pupil will be able to formulate his own method.

There are some ideas which could be incorporated into the remaining records. If the record contains collection letters, for example, why couldn't the dictator tell the typist about it with something like this:

"Some of our customers do not pay their accounts as promptly as others and right now some accounts are overdue. The following letters are to those customers who have not paid what they owe us. These letters are known as collection letters."

In this way, the operator has a purpose in listening, and knows what to expect. She might anticipate some of the content. At the end of this unit, she might even be able to compose a collection letter.

Instructions are usually given before a letter is dictated. They might include the number of carbon copies to be typed, the name of the person to whom a copy of the letter should be sent, or specific instructions for the material to be enclosed in a letter. Why not use the end of the record for reminders?

"Proofread your letter before you remove it from the typewriter. It is much easier to make corrections that way."

"Have you typed envelopes for all your letters?"

"Do you remember how the letter, carbon copy, enclosure, and envelope are placed on the manager's desk for his signature?"

"Have you filed the copies of the letters you wrote yesterday, or are they still on your desk?"

"There is a demand for well-educated business students."

"How does your desk look right now? Are the papers stacked neatly?"

"When was the last time you cleaned your typewriter keys?"

"Does your handbook have a complete description of what sort of work you are doing?"

Naturally not all of these suggestions would come at the end of one record, or the result would be confusion and resentment on the part of the harassed pupil.

One of the voicerecording manuals has an excellent feature in which the letters to be answered by the dictation on the records are given to the pupil. Here again, the pupil has an opportunity to listen with a purpose.

He knows what is contained in "your letter of January 4" because it is right there in front of him. This is another means of eliminating that feeling of working in a vacuum.

Rather than a manual, and a container for all the records, why not have a folder for each record or disc? This folder should contain the record, the letters which are to be answered, directions or information which is not recorded, and the letterheads, carbon paper, envelopes, and other supplies necessary for the particular assignment. In this way, the pupil can concentrate on one record at a time without having to thumb through a manual.

Let's Dramatize the Interview

The phantom fears of an interview can be stripped away by rehearsing the actual situation.

By JOHN H. CALLAN
West Liberty State College
West Liberty, West Virginia

Businessmen often comment that applicants for jobs are wholly unprepared for the interview, that they are nervous, ill-at-ease, and in general, make a poor impression. Frequently, applicants leave the interview with the feeling that it was a harrowing and completely unsatisfactory experience. Naturally, this feeling of frustration grows, rather than diminishes, as they go from one interview to another.

Need for Confidence

Competent business students have been known to take factory jobs, nevermore to use the skills which they worked so hard to attain, because they became so frightened at their initial interview and decided they were not cut out for office work. Today, there is a demand for well-trained business students. The supply does not meet this demand. True, many factory jobs entice young workers because of higher rates of pay, and we cannot hope to overcome completely the lure of better beginning salaries. It is possible, however, to make it easier for our graduates to find jobs for which they have prepared by not only equipping them with the necessary skills, but by helping them to develop the much-needed confidence in themselves and their ability to do the kind of work for which they have been trained.

We often fear that which we do not know. No wonder, then, when the student contemplates the interview, he imagines blunders that may most certainly turn the interview into a first-class nightmare. Thoughts like these plague the minds of many applicants: "I'm sure that I'll trip as I enter the room." "What will I do with my hands?" "Can I really handle the job?" "Do I look right?" The answer to these and similar questions should provide no cause for concern on the part of the student. He should know the answers. Also, he should be willing and eager to report for the interview.

Prepare for Interview

The business teacher can prepare the student for his first interview by presenting the lesson followed by two short dramatizations. An outline covering the important points for the interview should be prepared, and the dramatizations may be used to illustrate the difference between a satisfactory and an unsatisfactory interview. In addition, each student should be given an opportunity to have a personal interview with the teacher acting as the interviewer, or with an actual personnel officer of a community business firm doing the interviewing.

The dramatizations of a poor interview and a good interview are an important part of this unit. Both should

"Dramatizations should be brief and to the point."

be brief and to the point. The material contained in the outline should be thoroughly presented and discussed with the class prior to the presentation of the dramatizations.

Poor Interview—Miss Baxter Hasn't Learned

Scene: Personnel office of the Clayton Glassware Company. Mr. Greene, the personnel manager, is seated at his desk. He is busy reading the mail, looks at his watch, then buzzes for the secretary.

GREENE: Miss Harvey, didn't I have an appointment to interview a Miss Baxter at ten o'clock?

HARVEY: Yes, Mr. Greene, but Miss Baxter has not arrived.

GREENE: (Disgusted) Well, I guess she doesn't want the job. If she comes by 10:30, let me . . . (A "Yoo Hoo" is heard off-stage.) Miss Harvey hurries out of the office to investigate. She returns in a few seconds.

HARVEY: Miss Baxter is here, Mr. Greene.

GREENE: It's about time! Send her in right away (Miss Harvey leaves the office and returns with Miss Baxter. Miss Baxter is dressed inappropriately for an interview. She is wearing a skirt, sweater, sport shoes; and is hatless and gloveless.)

HARVEY: Mr. Greene, this is Miss Baxter. Miss Baxter offers her hand awkwardly. Mr. Greene shakes her hand. He is about to ask her to sit down when she seats herself.

BAXTER: Gee, I'm sorry I'm late. I had an awful time gettin' here.

GREENE: I'm sorry, too, Miss Baxter. I have a rather full schedule; and consequently, I won't be able to give you much time. (He picks up her application blank and scans it.) I see by your application that you are interested in the stenographic position in our sales department.

BAXTER: Yeah. (She nervously opens and shuts her handbag.)

GREENE: You graduated recently from Central High School. Did you enjoy your work there?

BAXTER: It was okay, I guess, but I was glad to get out.

GREENE: What were your grades in high school?

BAXTER: Oh, I did pretty good, I guess. I got C's mostly, an' a coupla B's—and A in assembly.

GREENE: How much typewriting and shorthand did you have?

BAXTER: Two years of each.

GREENE: How fast can you type?

BAXTER: About 40 or 50 words a minute, I guess.

GREENE: And what is your rate of dictation?

BAXTER: One hundred or 120 words a minute, I think.

GREENE: Have you had business experience of any kind?

BAXTER: A little.

GREENE: What kind of work did you do?

BAXTER: Oh, it was just workin' in the five and dime.

GREENE: Why do you think you would like to work for us, Miss Baxter?

BAXTER: Well, I heard you was lookin' for somebody and it sounds like a pretty good job—and—(shrugs her shoulders).

GREENE: (Looks at watch) I am afraid that is all of the time I can give you, Miss Baxter. We have your address and will get in touch with you if we need you. (He rises.)

BAXTER: Okay. I sure hope I get the job. (She rises and walks out.) Goodbye, Mr. ah—Greene.

GREENE: Good day, Miss Baxter. (Shakes his head as she leaves the office.)

Good Interview—Miss Somers Gets the Job

Scene: Personnel office of the Clayton Glassware Company. Mr. Greene, the personnel manager, is seated at his desk. He is busy reading the mail. His secretary enters.

HARVEY: Miss Somers is here for her 10:30 appointment.

GREENE: (Looks at his watch) Good. Right on time. Show her in. (Miss Harvey departs and then returns with Miss Somers who is attractively dressed in a tailored suit and blouse. She wears gloves, hat, and is carrying a neat handbag and a large envelope.)

HARVEY: Mr. Greene, this is Miss Somers. (He rises.)

GREENE: Good morning, Miss Somers, won't you have a seat?

SOMERS: Thank you. (She smiles and sits down.)

GREENE: I have your application, Miss Somers, and am glad to see that it is neatly typewritten. It makes it so much easier to read.

SOMERS: We were taught at Central High School to fill-in forms on the typewriter. Our typewriting teacher had us spend quite a bit of time doing that sort of work so that it would become automatic.

GREENE: That certainly is valuable practice. You state in your application that you are applying for a stenographic position in our sales department. Is there any

"Each student should be given an opportunity to have a personal interview."

particular reason why you think you would like to work there?

SOMERS: Yes, there are several reasons. I worked in the glassware department of Lit Brothers Department Store on Saturdays and during the Christmas rush, and am familiar with your glassware from the sales point-of-view. Secondly, I enjoy contact with sales work and feel that I could do the best job there. Also, I know that the opportunities for advancement are especially good in your sales department.

GREENE: They all sound like good reasons. Now tell me, Miss Somers, how fast can you type and take dictation?

SOMERS: I can typewrite at the rate of 60 words a minute and take dictation at 120 words a minute.

GREENE: What kind of work did you do in school?

SOMERS: My grades were above average and in my business subjects I generally received A's and B's. I have a copy of my high school transcript, if you'd care to see it, Mr. Greene. (Offers him her transcript.)

GREENE: (Looks at transcript—studies it momentarily) You have a very fine record, Miss Somers. Did you participate in any outside activities?

SOMERS: Yes. I was a member of the FBLA Chapter, the girl's hockey team, and worked on the school newspaper which we mimeographed twice a month. I have a copy of that, too, Mr. Greene. (Hands it to him.) This is the issue for which I cut the stencils. A different person was responsible for cutting the stencils for each issue.

GREENE: This is a very fine job. Do you have any other samples of your work?

SOMERS: Yes, I have. Here's a portfolio which contains several samples of work. (Hands the portfolio to Greene.)

(Note: Portfolio contains the application letter, data sheet, sample letters, sample tabulations, sample straight copy, and a sample of mimeograph work—all neatly prepared.)

GREENE: (Examines portfolio) Your work looks excellent.

SOMERS: Perhaps you would like to keep the portfolio to examine at your convenience.

GREENE: Yes, that's a good idea, Miss Somers, suppose I do that. (Puts portfolio on desk.) I imagine you're interested in beginning salaries here.

SOMERS: Yes, I am, Mr. Greene.

GREENE: All of our beginning stenographic positions start at \$32.50 a week for the first six months. After that, with satisfactory service, we provide an increase of

\$5 a week. Further salary increases are dependent upon your ability, industriousness, and initiative.

SOMERS: That sounds very fair and certainly is an incentive to work hard.

GREENE: Our working hours are from 9 A.M. until 5 P.M. with an hour off for lunch, daily, except Saturdays when we work a half-day.

SOMERS: I'm sure that arrangement would be very satisfactory.

GREENE: I think we've about covered all that is necessary. Now, do you have any questions?

SOMERS: You've given me just about all of the information I want, Mr. Greene. How soon do you expect to make a decision about your vacancy?

GREENE: We will need time to contact your references, Miss Somers. We should be able to let you know within three days.

SOMERS: That will be fine. May I call your secretary Friday morning?

GREENE: Yes, of course, why don't you do that? (Rises.)

SOMERS: (Takes cue and rises) Thank you, Mr. Greene, for this very pleasant interview.

GREENE: Thank you for coming, Miss Somers. I enjoyed our talk. Good day.

SOMERS: Good-bye, Mr. Greene. (Leaves.)

Follow-up Procedure

Following the first dramatization, the students and teacher should discuss [1] the various movements of Miss Baxter, [2] the errors in her speech, and [3] her attitude toward the position she was hoping to secure. Although it was obvious that Miss Baxter made a poor impression on the personnel manager, it should be pointed out that Mr. Greene's indifference toward Miss Baxter reflected his disappointment in not finding a qualified applicant to fill the position. It should also be mentioned that the company could not afford to pay a person of Miss Baxter's type so much as a minimum salary because the same careless habits shown in the interview would probably carry over into her work. Through errors in judgment while performing office duties, Miss Baxter could be a liability to the company.

The second dramatization may need only a brief discussion to summarize the points covered.

In addition to dramatizations, each student should be given an opportunity to have a personal interview with the teacher acting as the interviewer. What is even better is to arrange with an actual personnel office of a community business firm to interview the students either at the school or at his office.

Selected Readings

(Continued from page 11)

- "Cooperative Clerical Training Program in Philadelphia," John G. Kirk, Feb '48, p. 28.
- "Developing the Voicescription Skill," Leroy A. Brendel, Feb '50, p. 17.
- "Does My General Clerical Course Meet Today's Needs?" Bruce F. Jeffrey, Feb '49, p. 36.
- "Duplicating Machines," Bess A. Lewis, Jan '48, p. 33.
- "Education for General Clerical Positions," Emma K. Felter, Feb '50, p. 15.
- "Educational Assistance Through the National Office Management Association," T. W. Kling, Feb '50, p. 38.
- "Effective Dictating Machine Transcription," Lenore Fenton MacClain, Jan '48, p. 35.
- "Employer's Viewpoint," Catherine F. Boyle, Mar '50, p. 29.
- "Equipment and Supplies for the Office Appliance Laboratory," Harold D. Fasnacht, Apr '49, p. 14.
- "General Clerical—Essential Terminal Preparation for Business Graduates," Feb '50, p. 12.
- "Growing Need for Clerical Practice," George E. Mumford, May '48, p. 16.
- "Has Something Old Been Subtracted?" Michael F. Gaffney, May '51, p. 34.
- "How Important is the Teaching of Filing?" Edwin M. Robinson, Feb '51, p. 11.
- "How Much Does It Cost?" Hamden L. Forkner, Feb '50, p. 9.
- "How One School District Solved a Three Million Dollar Problem," R. L. Higginbotham, May '50, p. 29.
- "Industrial Training Program for Supervisors," J. Robert Cullinan, Mar '48, p. 18.
- "Introducing Office Practice Through Use of Slides," Sister Geraldine, D.C., Feb '50, p. 19.
- "Job Analysis—Its Implications," Elsie Rose Prenn, Jan '50, p. 31.
- "Let's Get Down to Earth in Clerical Office Practice," Marion F. Diamond, Jan '52, p. 31.
- "Let's Make Clerical Practice Attractive," Mary E. Connelly, Feb '51, p. 9.
- "Let's Make Office Practice Practical," Mary E. Connelly, Dec '49, p. 29.
- "Let's Modernize Before We Motorize," A. A. Schlichting, May '49, p. 10.
- "Little Things Count," Wallace B. Bowman, May '48, p. 15.
- "Must-Be-Taughts' of Clerical Office Training," Harold D. Fasnacht, Feb '48, p. 27.
- "Objectives of the General Clerical Curriculum," Parker Liles, Apr '47, p. 18.
- "Office Machine Training, The Time Required for an Adequate Program," James R. Meehan, Apr '47, p. 17.
- "Office Machines for the Less Able Student," Hamden L. Forkner, May '47, p. 12.
- "Office Machines Instruction of the Present Day," Gertrude Roughsedge, Feb '50, p. 31.
- "Office Machines Workshop for Teachers," Kenneth N. Knight and Harold Howard, Nov '49, p. 34.
- "Office Practice in the Chicago Public Schools," Mrs. E. C. Sidney, Oct '49, p. 33.
- "Office Practice in the Schools," Peter L. Agnew, Jan '48, p. 39; Feb '39, p. 18.
- "Open-Door Policy for Clerical Practice," Gertrude M. Roughsedge, Feb '51, p. 32.
- "Our School Takes a Look at Itself," Nellie M. Phillips, Jan '48, p. 8.
- "Planning the Course," Ruth Larson, May '47, p. 13.
- "Practical Clerical Training in the High School," Mary K. Tormey, Feb '49, p. 33.
- "Providing for Potential Drop-outs Through Unit Courses in Business Services," Helen Isaacsen, Oct '50, p. 33.

(Continued on next page)

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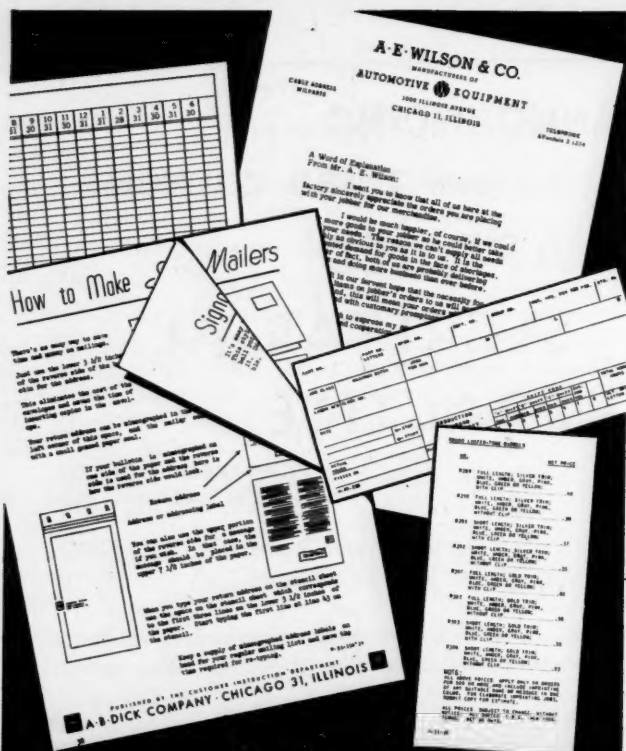
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Selected Readings (Continued)

- "Rating Scale for Units of Instruction in General Business Education," Helen B. Borland, Nov '47, p. 9.
- "Reading Factors in Clerical Training," Mary K. Tormey, Feb '51, p. 14.
- "Record-keeping Activities of Clerical Workers in Large Offices," Frances Lauderdale, Dec '50, p. 13.
- "Should High Schools Train Operators for Key-punch Machines?" Lloyd J. Holmen, Nov '50, p. 33.
- "Some Questions About Office Practice," Gilbert Kahn, Mar '49, p. 16.
- "Something New Has Been Added," Hollis P. Guy, Feb '49, p. 38.
- "Teaching Emphasis in the Clerical Office Training Course," Mary K. Ryan, Oct '51, p. 31.
- "Teaching of Billing and Bookkeeping Machines," Norman Weiss, Jan '48 p. 31.
- "The Voice Recorder as a Teaching Device in Shorthand," Nelda Snow, Jan '52, p. 27.
- "Time and Motion Study in the Office," Martin F. Schmidt, Feb '48, p. 35.
- "Training of Key Punch Machine Operators," James R. Meehan, Dec '47, p. 9.
- "Twenty-hour Course in Correspondence Filing," Harold Howard, Feb '48, p. 32.
- "Use the Electric Typewriter in Your Office-Practice Laboratory," Marion Wood, Nov '50, p. 15.
- "Voice Recorder as a Teaching Aid in Shorthand," Irene Place and Frank Lanham, Oct '49, p. 32.
- "What is Clerical Practice?" William M. Polishook, Apr '48, p. 16.
- "What Shall We Teach in Our General Clerical Courses?" Clayton H. Hinkel, Oct '48, p. 14.
- "Why Not Subjects Instead of Units?" Kenneth Knight, Apr '48, p. 14.

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UNITED SERVICES

SHORTHAND

DOROTHY H. VEON, *Editor*

THE TELEBINOCULAR HELPS TO DISCOVER VISUAL DIFFICULTIES AFFECTING ACHIEVEMENT IN SHORTHAND LEARNING

Contributed by Dorothy H. Veon, Associate Professor of Business Education, Pennsylvania State College

Frequently students assert that visual difficulties seriously affect their ability to learn shorthand. To determine the degree to which this is true, a group of nineteen students enrolled in elementary shorthand were tested for visual difficulties and the results compared with final achievement in the course.

The assistant director of the Reading Clinic at the Pennsylvania State College cooperated by administering the visual sensation and perception tests¹ to each of the students. The series included a set of ten tests mounted on stereoscopic slides and viewed through a stereoscope called a Telebinocular. Three functional aspects of vision were tested—clearness, singleness, and the relationship between clearness and singleness.

Binocular Vision

The ten stereoscopic slides of the basic battery are described here so that the results presented may be more meaningful. Slide or Test 1 is introductory to determine whether the student has binocular or two-eyed vision. If binocular vision is not present, the student should be urged to have his eyes examined by a competent doctor. In this case the other slides (except Tests 3b or 3c and Test 8) cannot be administered. Deficient binocular vision can be further verified by giving Test 2 and Test 7.

Single Vision

Test 2 is a slide on "Distance Fusion" which appraises singleness of vision for distance seeing. Test 3 is divided into three parts. Test 3a, "Binocular Visual Efficiency," measures clearness of vision at distance when both eyes are stimulated by similar targets or objects. The second part, 3b, tests "Left-eye Visual Efficiency." It determines clearness of vision of the left eye

¹Betts Ready to Read Battery.

while both eyes are functioning in unison. "Right-eye Visual Efficiency," test 3c, appraises clearness of vision of the right eye when the left eye is also functioning. It has been found that if a student suppresses vision in one of his eyes, he will make a lower score than a person with normal vision. This can be determined by covering either the left or the right eye and having the student report what he sees by using the alternate eye.

Balance in Vision

Vertical balance or posture is indicated from the results of Test 4. At both distance and near-point the eyes are tested to find out whether they remain in the same horizontal plane. If the eyes are not functioning properly, one eye tends to deviate upward or downward. This is known as vertical imbalance.

Depth in Vision

Depth perception is tested by the fifth slide. It has been found by visual experts that many individuals may have otherwise normal visual functions but may still be unable to perceive depth, which is considered to be the highest level of visual performance. If no other visual abnormalities exist, the inability to perceive depth can be corrected usually by the use of corrective lens, or in other instances "visual education" may correct this deficiency.

Balance and Posture

Test 6, "Lateral Balance or Posture," measures the tendency for both eyes to remain parallel for seeing at a distance and to converge or to turn in for reading from a book. Research reveals that this test provides an index to the relationship between "seeing singly and seeing clearly."

Distance and Sharpness

"Reading Distance Fusion," Test 7, indicates singleness of vision for seeing at reading distance, such as that required for reading shorthand notes from the textbook or from the individual's own shorthand notebook.

(Continued on page 36)

UNITED SERVICES

TYPEWRITING

JOHN L. ROWE, Editor
DOROTHY TRAVIS, Associate Editor

TEACHING TYPEWRITING TO THE SLOW LEARNER

Contributed by Herbert L. Becker, Newton High School, Elmhurst, Queens, New York

CONTRIBUTOR'S NOTE: *Two and a half years ago the XG (Experimental General) Program was instituted in a number of New York City high schools. This program is designed for pupils of less than average ability. These pupils are usually called the "slow learners." In general, those with I.Q.'s of 90 or below and with a year or more retardation in reading and mathematics are placed in this group. Although the program is not intended for those who are retarded because of serious emotional maladjustment, the group to which I have taught typewriting for the past year contains many who fall into this category. Whether the low I.Q. of these boys and girls is the cause or effect of this emotional maladjustment is indeed a hard question to answer. What is apparent, however, is that this emotional maladjustment is the source of many problems for the pupils as well as for the teacher.*

Slow learners look much the same as the other pupils, they have the same ideals, the same physical needs, the same need for security and affection, the same need for the esteem of their fellows. The way in which they differ essentially from the average pupil is in their ability to learn and retain readily. The XG pupil does have a "different personality" in that he is less mature, less self-controlled, and less able to get along with other students and teachers.

When it was suggested to our XG group that they learn typewriting, many of them accepted the suggestion with much hesitation and openly stated a fear of their ability to learn the skill. They were afraid "their fingers would fall between the keys." They were apprehensive of this new learning because they did not want to fail again. Their successes and accomplishments throughout their school career have been few, and too much of their experience has been with failure, ridicule, scorn, and contempt.

Some Suggestions for Teaching the Slow Learners

The teacher, next to the parents, has a great responsibility for building the good mental health of his pupils. The teacher's own personality can be his greatest asset in his teaching. With the slow learner more than with any other pupil it is necessary that the teacher form warm interpersonal relationships, that he love, inspire, and sympathize with the pupil who must be constantly encouraged and given a feeling of accomplishment. This is more important to the ultimate success and mental health of the pupil than are the knowledges which too many believe it is so necessary to impart.

There Can Be Little Learning Without Interest

Enthusiasm is contagious and the teacher must infect his pupils so that there is an epidemic of enthusiasm in the classroom. Just as a study of infant sight showed that the intensity of reflected light from the eye of the infant is proportionate to the interest with which the child views an object, so the intensity of the interest of the pupil governs, and is paramount to, his success in learning to typewrite.

The teacher of the XG classes must have infinite patience and keep alive at all times the interest which the pupil quickly acquires for the typewriter. New interests must be created and fostered. There is no room for criticism or discipline no matter how poor the results may at first appear. In everything the pupil does something should be found that can be praised. The slightest improvement is cause for great joy. Failure to acknowledge their efforts and successes is indeed a great injustice. The pupil through persistent encouragement will derive immeasurable inner satisfaction and a feeling of personal worth (so very necessary for these particular children), for the slow learner thrives on any accomplishment, gain, or praise. Win the pupil's confidence so that he knows you are his friend and not a policeman or spy. He must realize that the teacher is there to help, not to criticize. The XG pupil has too long been in need of all the kindness, affection, encouragement, and warmth a teacher can generate.

In a study to determine the skill achieved by the XG's after a year's training in typewriting, a series of 15 five-minute timed writings on varied material was administered over a period of three weeks. An examination of the averages of these 15 writings shows a wide difference of achievement in speed and accuracy. It is interesting to note, however, that there is no correlation between I.Q. ratings and typing speed or accuracy, nor is there any correlation between their poor reading ability and the degree of speed or accuracy attained.

The retentive power of the slow learner is extremely poor and herein lies the need for continual repetition and infinite patience. It might surprise some to learn of time and the number of repetitions and varied drills necessary to teach the students the required number of spaces after a comma, period, colon, and semi-colon. Truly, these are not earth-shattering concepts—perhaps we are too meticulous in devising the many arbitrary rules and in demanding their enforcement.

Each instruction given by the teacher to the class should be verbal, written on the board, and demonstrated. You can never repeat enough! The teacher

(Continued on page 37)

UNITED SERVICES

BOOKKEEPING AND ACCOUNTING

HARRY HUFFMAN, Editor
FRED C. ARCHER, Associate Editor

THE CHALLENGE OF THE PRESENT-DAY WORLD TO THE ACCOUNTING TEACHER

*Contributed by Thomas B. Martin, Delta State Teachers
College, Cleveland, Mississippi*

Where does the accounting classroom teacher fit into a scheme designed for the preservation of freedom and the way of life to which America is accustomed? Has the teacher a contribution to make?

To this final question an emphatically positive answer can be given. The classroom teacher of business subjects can and must adequately train that vast reservoir of young manpower needed to meet the demands of modern armament programs designed to preserve democracy. The business teacher has developed teaching techniques through education and experience that will make it possible to train young men and women to assume responsibilities in business and perform many types of clerical work so vital to any defense program. But the business teacher has an additional responsibility to our society that is not always recognized. The teacher of business must not only teach skills and knowledge related to all types of business activities but must assume the additional responsibility of implanting in the minds of students that our way of life is worth preserving at any cost.

Selling Democracy in the Classroom

Sometimes the classroom teacher fails to realize the tremendous influence he exerts in moulding the thinking of the youth who will rule our nation in a few short years. Our country is not only faced with dangers resulting from action of foreign aggressors but a far greater menace presents itself in the form of ideologies contrary to our way of life which are advocated by individuals who are either directly opposed to our form of government, or by individuals who have been misled as they analyzed our way of life based on free enterprise. Since young minds are highly susceptible to these alien philosophies, the classroom teacher of business must recognize that he has the responsibility of counteracting these false ideologies by providing information concerning the superior values of our economic system when compared with all other economic systems in the world of today. How the classroom teacher of business can perform this vital function is a most pertinent question. The answer has already been partially inferred—the business teacher must provide adequate information concerning the superiority of our way of life and our economic system.

Using the Materials of Accounting to Demonstrate Virtues of Democracy

The selection of the type of information best suited to the needs of the students and the methods to be used in the presentation of this material naturally poses a problem. The accounting teacher readily realizes that a contribution can be made to mobilization for national defense by producing adequately trained individuals for accounting and related clerical work but this same teacher may feel that it is exceedingly difficult for him to sell the advantages of our democratic system of government to the students of accounting. The accounting teacher may fail to realize that the discussion of assets presents an ideal opportunity for emphasizing the fact that assets in accounting represent tangible material wealth but that our nation has far more assets than this material wealth measured in dollars and cents.

Our country has vast assets in the form of an educated population that can not be measured by the standard medium of exchange used in world commerce. Despite the fact that the United States has less than 7 per cent of the world's population, there are more young people in high schools and colleges, and more libraries in this country than in all of the balance of the world combined. Our democratic system based on free enterprise has produced these educational opportunities which now pay dividends in terms of superior production techniques and happier citizens who are able to enjoy the culture of the world.

Results

As a result of these superior production techniques the United States was able to produce more war materials in World War II than the combined production of the balance of the allied nations, and today is producing approximately 40 per cent of all the material goods produced in the world despite the fact that our population represents only a fraction of the total world population. This production has made it possible for the people of our nation to enjoy the highest standard of living on earth. These are the returns which we have received on capital invested in a system of education for the masses rather than the classes.

The classroom teacher of bookkeeping and accounting may, in addition to emphasizing the intangible assets made possible by our form of government, point out that each citizen has tangible assets not possessed by a majority of the world population. In the United States there is one automobile for every four citizens; in Great Britain there is one automobile for every 22 British

(Continued on page 39)

UNITED SERVICES

MODERN TEACHING AIDS

LEWIS R. TOLL, Editor
MARY BELL, Associate Editor

HOW TO MAKE OFFICE CLERICAL EDUCATION EFFECTIVE IN AN ACADEMIC HIGH SCHOOL

Contributed by Laura L. Brown, Hyde Park High School, Chicago, Illinois

Limited time and facilities in an academic high school may preclude extensive training on business machines. Therefore, the problem arises how to organize a class to permit practice on those machines which pupils may have occasion to use in a business office.

The two most difficult tasks confronting teachers of office machines and office practices appear to be [1] the coordination of simultaneous instruction on a variety of machines and [2] the scope of instruction.

In order to get a factual basis for setting up an office-practice program for Hyde Park High School, surveys of Chicago business concerns were conducted and follow-up studies of graduates of high school business education were made.

The investigation extended over a period of ten years during which time various plans were set up, tested, judged, and adjusted.

Each pupil is given an operational number. A list of these numbers opposite the names of the pupils is posted on the bulletin board together with a copy of the schedule.

The schedule includes training on the following equipment:

- Two types of key-driven calculators.
- Two types of crank-driven (rotary) calculators.
- One type of full-key adding-listing machine.
- One type of ten-key adding-listing machine.
- Two types of bookkeeping-posting machines.
- Two types of dictating and transcribing machines.
- Two types of duplicating machines.
- One mimeoscope.
- Four types of filing materials.
- Variety of legal copy.
- Various makes of typewriters.

The content and extent of training varies and is related, as far as possible, to potential use in a business office.

Findings of the investigation aided in the development of a rotation schedule which has been found effective from the viewpoint of graduates now in business offices and from the opinion of businessmen.

(Continued on page 40)

OFFICE PRACTICE SCHEDULE OF OPERATIONS FOR A CLASS OF TWENTY-EIGHT STUDENTS

STATISTICAL AND FILING SECTIONS																
Weeks																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
#1	Key-Driven								Bk	Bk	Misc*	Misc*	F	F	F	F
2	Key-Driven								Bk	Bk	Misc*	Misc*	F	F	F	F
3	Key-Driven								Misc*	Misc*	Bk	Bk	F	F	F	F
4	Key-Driven								Misc*	Misc*	Bk	Bk	F	F	F	F
5	Key-Driven								F	F	F	F	Bk	Bk	Misc*	Misc*
6	Key-Driven								F	F	F	F	Bk	Bk	Misc*	Misc*
7	Key-Driven								F	F	F	F	Misc*	Misc*	Bk	Bk
8	Bk	Bk	Misc*	Misc*	F	F	F	F	Key-Driven							
9	Bk	Bk	Misc*	Misc*	F	F	F	F	Key-Driven							
10	Misc*	Misc*	Bk	Bk	F	F	F	F	Key-Driven							
11	Misc*	Misc*	Bk	Bk	F	F	F	F	Key-Driven							
12	F	F	F	F	Bk	Bk	Misc*	Misc*	Key-Driven							
13	F	F	F	F	Bk	Bk	Misc*	Misc*	Key-Driven							
14	F	F	F	F	Misc*	Misc*	Bk	Bk	Key-Driven							
15	F	F	F	F	Misc*	Misc*	Bk	Bk	Key-Driven							

TRANSCRIPTION AND LEGAL-DUPLICATING SECTIONS

- #16 through 21: 8 weeks on dictaphone; 8 weeks on legal, mimeograph and ditto.
#22 through 28: 8 weeks on legal, mimeograph and ditto; 8 weeks on dictaphone.

*Full-Key, ten-key, crank-driven (rotary) machines.

MARY E. CONNELLY, Editor
REGIS A. HORACE, Associate Editor

COORDINATING CLERICAL PRACTICE AND SECRETARIAL PRACTICE IN THE SMALL HIGH SCHOOL

Contributed by Eva Stevenson, Spaulding High School, Rochester, New Hampshire

Limitations in time, available equipment, and teaching staff present challenges to all schools. The teacher of business education subjects, irrespective of the economic conditions prevalent in the area in which he is working, is confronted with a seemingly impossible task.

Teachers in a small high school are confronted with a twofold problem [1] Giving talented people the highly specialized skills essential to filling responsible positions in the business world, and [2] Preparing the less gifted to carry on with maximum efficiency the more mechanical aspects of office work.

To find time to prepare both groups according to their respective abilities to learn; to make use of a limited number of machines so that each can benefit adequately from such instruction; to provide a partial answer to the ever-present problem of appropriate choice of subject matter are unresolved questions in the minds of all business education teachers. Because this observation holds true, the system used at Spaulding High School, Rochester, New Hampshire, is presented for your consideration and possible use in the future.

By way of explanation, the class in office practice at our school is composed of both clerical and secretarial pupils. It meets for a double period, one hour and forty-five minutes in length, during which time both theoretical and practical aspects of office training are considered.

First Period Class Work

During the first period, textbook material devoted to such subjects as dictation and transcription, business letter writing, care of incoming and outgoing mail, spelling and syllabication, titles and abbreviations, capitalization and punctuation, preparation and correction of copy, preparation of summaries and reports are carefully considered. This work is strengthened by parallel assignments to English classes with the cooperation of the English department of our school. In the study of outgoing and incoming mail the local post office authorities lend a hand. Also, during the first period when the etiquette of meeting callers and the personal qualifications of the good secretary are being studied, pamphlets from the various lists of free aids are secured and distributed to members of the class.

Finally, office reference books, use of the telephone, banking and record keeping, cablegrams and radiograms, legal and business terms, are among subjects of heterogeneous classification given analysis in this course. Here again, the use of local facilities is employed. For example, during the study of banking, a trip to the bank is arranged; when the unit on telephoning is discussed, a movie on telephone techniques is shown.

The class also gets practical pointers from a visit to the local telephone exchange; moreover, records are played which demonstrate the right and wrong ways of using the telephone. In a similar manner, when a unit on the telegraph is being worked out, a member of the class is delegated to visit the telegraph office and report her findings to the class.

Second Period Group Work

In organizing work for the second period, it is necessary again to provide for the needs of secretarial and clerical groups. The nightly assignment for the stenographic group, in addition to other office practice work, is the taking of dictation from a radio broadcast for fifteen minutes. During the first half of the second period, the secretarial group transcribes its notes; simultaneously the clerical group goes to assigned machines to carry on specified tasks under the guidance of the teacher. Thus, there is afforded time for the teacher to give detailed instruction and to check work on a machine that has been completed. However, on the first day that work on a machine is taught, it is necessary to free the teacher for the giving of such instructions; therefore, the secretarial group takes dictation in shorthand from the record player.

When the student completes the required work on the machine, she is transferred to another until the techniques used on all machines have been mastered.

In our school there is a duplicator to which three girls can be assigned at one time, the mimeograph and mimeoscope which will take care of three or four, but the ten-key adding machine, the full-key crank driven machine, the full-key electric adding machine, two electric calculators, and a voice recorder require individual operators. No definite length of time is set for work on any machine since some girls progress more rapidly than others.

Rotation of Groups

When one machine group finishes, a filing group is organized, and thus, a second machine group is begun. When the filing group is through, a bookkeeping group

(Continued on next page)

UNITED SERVICES

DISTRIBUTIVE OCCUPATIONS

WILLIAM R. BLACKLER, Editor
JOHN A. BEAUMONT, Associate Editor

SPEECH TRAINING AN AID IN EDUCATION FOR THE DISTRIBUTIVE OCCUPATIONS

Contributed by Viola L. Thomas, Research and Publication Specialist, Bureau of Business Education, State Department of Education, Sacramento, California

Stevens Institute of Technology made this statement in one of its releases: "An exact knowledge of meanings of English words accompanies success in the business world more than any other single aspect of personality we have uncovered." This statement was based on personality testing experiments.

If language is this important to the executive, how much more important it is to the teacher, and especially to the teachers and students who are participating in the program of vocational education for the distributive occupations. Both teaching and selling depend almost entirely upon the effective use of words.

Cash Value of Word Power

The National Institute of Human Relations gives four vocabulary tests for business and professional people. Below are the average scores of several of the groups tested. The best score possible was 100. The results show the cash value of word power:

Bakery Route Salesman	46
Business Executive	88
(Earning over \$25,000 a year)	
Insurance Salesmen	68
(\$10,000—\$15,000 a year)	
Department Store Buyers	58
Lawyers	81
Office Secretaries	52
Physicians	87
Teachers in Public Schools	68
(Elementary)	

Vocabulary and I. Q.

Not only does word power go hand in hand with earning ability, but it also reveals one's I. Q. That does not mean that a large vocabulary belongs only to a college graduate. One of the largest grocery chains in the country recently gave its executives thirteen aptitude tests. All of the executives scored high on vocabulary tests, but the highest man had never gone beyond elementary school.

Implications for Distributive Education

Undoubtedly, speech is a person's most useful and powerful tool. To a salesman, it can mean the differ-

ence between success and failure. As teachers of the distributive subjects, are we indicating to our students the tremendous power of words and what speech mastery can do for them professionally? Are speech training classes an integral part of our program?

Available Materials

There are countless reference books on the subject of good speech, some of them are excellent. Among the books are: "Improving Your Vocabulary" by Clarence Stratton; "How to Talk Well" by James F. Bender, "The Speaker's Notebook" by William G. Hoffman¹, "How to Make Better Speeches" by Laurence H. Mouat², and "How to Make a Speech and Like It."³

At least two series⁴ of films have been released for use in speech training. The Young America series is designed for students at the college and upper secondary-school levels. The Safety Council's series includes topics such as vocabulary building, voice control, and the art of holding attention. Although designed for use of foremen and supervisors in addressing and conducting meetings, they are adaptable to the classroom situation because of the subject matter covered.

¹McGraw Hill Publishing Company publications.

²Funk and Wagnall

³Pacific Press

⁴Young America Films, 18 East 41st Street, New York 17, N. Y., and National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois.

General Clerical

(Continued from page 28)

is initiated. By that time, the second clerical machine group is ready for work in filing.

The stenographic group also joins the business machine section, and, of course, learns the skills in rotation. In short, there is no difference in actual subject matter or its practical application as covered by either group, clerical or stenographic, except that the stenographic group does shorthand in addition to all the other work. Secretaries and routine office workers need the same general skills, but possess varying degrees of real ability or actual training in their given fields.

Supplementary Notes

For filing we use the 20-period course which covers alphabetical, geographical, numerical, and subject filing, and actual practice in filing is had by using the miniature files and letters.

In bookkeeping, a review of the bookkeeping cycle is given and several exercises covering the whole cycle are worked out.

(Continued on page 32)

HAROLD B. GILBRETH, Editor
GLADYS BAHR, Associate Editor

PUPIL-TEACHER PLANNING AND GROUP TECHNIQUES IN BASIC BUSINESS CLASSES

*Contributed by Lela L. Johnson, Laboratory School,
Eastern Illinois State College, Charleston, Illinois*

The efficacy and promise of democracy can best be met in the schoolroom by offering to each student every opportunity possible for creative action and cooperative conclusion.

The purposes of democracy can be well served in the teaching of general business for it lends itself to a pupil-teacher planned program and group work better than almost any secondary school subject. To let the students know at the beginning of the year that the class is theirs is an effective method of involving pupil interest. Theirs because they can plan the course content within limits, the procedure within units of work, and the extent to which a unit is developed.

If the members of the class are acquainted with each other at the beginning of the year, pupil-planning by groups can be put into operation at once; if not, then the class may be conducted in such a way that students will soon learn to know each other's abilities. When the students become well acquainted, the teacher then explains to the class that most of the work can be pupil-planned and carried out through group work.

Leadership Ratings

Membership in a group is determined by results of leadership ratings. Each pupil rates the leadership ability of every pupil in the class including himself on a scale of 1 to 5. If he considers a student a good leader he rates that student 1; if very low in leadership, rates him 5; if average, 3. The teacher computes tabulations of these student ratings and reveals to the class the low point members who will be the group leaders. (The number of class groups formed from one class will depend upon such considerations as size of class, facilities available, teacher experience with group work, and stage of development of class members.) Other members of the various groups will be added according to rating on leadership ability.

The class should have full understanding of the process by which the membership of the groups is selected. Except for knowing that the leaders were the low point people, pupils should not be informed of each other's rank. Use of this plan gives pupils the satisfaction of knowing they have the leaders of their choice and that they, not the teacher, selected the group member-

ships according to their own best judgment. The persons chosen as leaders may remain leaders or, occasionally, a pupil who develops strength may take over leadership later by mutual consent of the group.

The first job of groups thus formed is to plan the year's or semester's work. Since there are some areas which must be included in general business, the teacher is justified in setting up limits to complete freedom of choice of content by explaining "we are required to study about this, and this, and this but beyond that you are free to include what you wish." After planning a course content each group presents its plan of procedure to the whole class to consider for adoption. Methods of presentation is up to the individual group—radio program, pantomime, round-table, playlet, chalk talk, and combinations are often used. The class adopts a group plan by vote. Once a plan is chosen the class follows it through to a logical conclusion and evaluates it.

After choice of a group plan of procedure, groups may disband temporarily and the class as a whole pursue the subject chosen for study. For example, if life insurance is the subject being studied, the class may feel a common core of knowledge is needed by all. When class members have mastered this basic knowledge, effective work may again be done by groups in more specialized areas such as legal angles of insurance, comparison of policies, and exploration of underwriting as a profession.

The class should have decided what the groups should do with their findings at the termination of the group's investigation. Often the class wants a report of findings and a favorite form of reporting to the class is by round table discussion.

If, according to the plan adopted by the class, the next subject up for study is consideration of vocations, regrouping according to interest is more expedient. It is well to begin a vocations unit of work by giving interest tests. Groups can then be formed on the basis of high interest results and individual desires to investigate various vocations, their qualifications, remunerations, job possibilities and chance for advancement, and other angles of their special interests.

In the group plan of conduct of a general business class the teacher functions as a mature and experienced member of the group. His role is to advise, suggest, help students carry out their plans, consult with students about their work habits; not to conduct or dictate. He responds when his aid is sought. He travels from one group to another to confer, guide, inform, or direct toward information when needed. He causes sources of

UNITED SERVICES

BASIC BUSINESS

information to be available. He bears with the noise of constructive activity that group work entails and keeps the noise of that variety to a minimum. He motivates pupils to see their plan through to conclusion because evaluation is an important factor in growth in understanding of group procedures. He keeps uppermost in mind application of the principles of democracy. He works to produce the greatest growth in self development and direction of self on the part of the pupils and at the same time he promotes the efficiency of the group process.

General Clerical

(Continued from page 30)

Each pupil works for a period of two weeks in the principal's office and some are placed in the local offices for part-time work after school and on Saturday if requests come in for such help.

Each girl has to pass a penmanship test during the year and receives a certificate.

During the school year speakers are obtained to discuss office etiquette, dress, and similar topics, and businessmen are invited to talk to the class concerning the qualifications of a good secretary.

The secretarial students take dictation from teachers and the principal during their class periods. After the clerical students have completed all units of work, each is assigned to a teacher to act as his assistant.

All of the work done on the duplicating machine by pupils is of practical use to the faculty and townspeople; for example, units for classroom use, programs, tests, typing of cards for various organizations, addressing envelopes for the various charity drives.

All work passed in must be mailable. By this is meant work with no errors left uncorrected and all corrected errors must be neat.

We try to maintain office atmosphere in this class at all times. Each girl has a desk in which she can keep all materials on hand at all times.

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UNITED SERVICES

OFFICE STANDARDS AND COOPERATION WITH BUSINESS

ERWIN M. KEITHLEY, Editor
CHARLES B. HICKS, Associate Editor

VALID STANDARDS FROM THE LOCAL SURVEY

*Contributed by Vernon V. Payne and Lillian E. Rogers,
New Mexico Highlands University, Las Vegas,
New Mexico*

Business educators are agreed that one of the ultimate objectives of any vocational business training is the development of that degree of skill which is required on the job—but here the agreement seems to end. A study of current literature relative to the subject of minimum standards for the respective skill courses leaves one in such a dilemma that he is almost tempted to choose at random that set of speed standards which is most neatly tabulated on a single page of some professional magazine, cut it out, paste it in the back of the grade book, and sink into a comfortable rut, leaving the rest of the profession to continue conducting surveys which will terminate in confusing, disconcerting, and inconclusive results.

Standards for Employability

Standards are valid only in so far as they measure employability, which is a relative term depending upon a number of factors; namely, the size and location of the community, the types of offices, the number of employees in each, and the economic period in which employment is desired. These factors make the determination of standards a problem which can be approached satisfactorily only through a study of existing local conditions.

Confusion Relating to Standards

Much of the confusion relating to standards arises from a lack of common understanding of the units of measurement which are used by business teachers today. Are teachers speaking a "common language" when they recommend students on the basis of dictation and transcription speeds? Do they clarify whether they are referring to five-minute tests on standard material with at least 95 per cent accuracy or to a number of shorter letters transcribed in mailable form? Do they indicate the difficulty of the material tested or state whether the rate is the student's best or his average?

In the local survey recently completed by the Secretarial Training Department of Highlands University, a local businessman stated that, "Our stenographers need to be able to take dictation at an average rate (around 150 words a minute) and transcribe at about 80." We

cannot justly accuse this businessman of not knowing what he wants—a stenographer of average ability. However, when he attempted to express his requirements in terms of "words a minute," which he had probably heard glibly quoted by former applicants, he clearly demonstrated how meaningless the term is to him.

Shift the Emphasis

Only when businessmen and instructors have some common understanding of terms used can a student's employability be accurately judged. If dictation rates were quoted in terms of the number of average-length letters the student could take in a specified time, rather than the number of words he can take a minute, the employer would have a much more meaningful picture of how well the individual might meet his requirements. The interpretation of the term "average-length letter" would surely be less erratic than that of "words a minute."

For such a purpose tests would need to be written composed of average-length letters of standard difficulty for dictation periods of varying lengths. Clearly defined rules for grading "mailable" letters should also be given. Such a testing and evaluating procedure involves a number of problems, but their successful solution might eliminate much of the misinterpretation of qualifications which are being quoted by businessmen and teachers.

The Local Survey

The objectives and standards set up as a result of the research of any expert or combination of experts in the business field cannot furnish the individual teacher with a standard yardstick by which he may evaluate his teaching success. Suggestions taken from authorities must be supplemented by conclusions drawn from the local survey in order to determine proper emphasis to be placed upon different phases of training.

The Highlands University survey revealed that many stenographers must assume the duties of the average private secretary without having the advantage of the usual orientation period which is afforded the office stenographer who is promoted to a secretarial position. Largely because of this situation, a need was expressed by both employers and employees for greater emphasis upon attitudes and personal traits rather than specific adequacy of shorthand speed. Is the shorthand teacher overemphasizing speed development in an effort to bring the whole class up to "minimum" speed standards at

(Continued on next page)

UNITED SERVICES

OFFICE STANDARDS

the expense of more thorough training in other skills, desirable work habits, and proper attitudes?

In the Las Vegas area it was found that many stenographers on the job have lost their shorthand speed through disuse, while in many other instances there is no minimum speed for initial employment.

Very few complaints were registered concerning stenographers' inability to take dictation and transcribe at the speed required. This may have been the result of the present emphasis commonly placed upon speed development. There is indication in the local situation, however, that average and superior students can be brought up to speed standards in the large office with much less drill than that being given in the average class. The slow student, on the other hand, can often be placed in an office where a minimum speed standard, toward which we have been striving with such perseverance, is not required. Therefore, by careful planning, the business teacher should be able to place more emphasis upon transcription skills and general busi-

ness knowledge which will be required of all employees without sacrificing the speed necessary for employment.

What to Do

It is possible that a change of emphasis in teaching procedure, based upon conclusions derived from a local survey, may eliminate the deficiencies of which businessmen complain without sacrificing the speed which has usually been our primary concern.

For any survey to be of value to the teacher in planning instructional improvement, standards must be quoted in terms which are clearly understood by both businessmen and business teacher. This may involve the establishment of new measures of achievement, such as those suggested in this article.

A special package containing three issues (May 1947-49) of **BUSINESS EDUCATION FORUM** which features office standards and cooperation with business may be obtained by sending one dollar (postage paid on orders accompanied by check or money order) to UBEA, 1201 Sixteenth Street, N. W., Washington 6, D. C.

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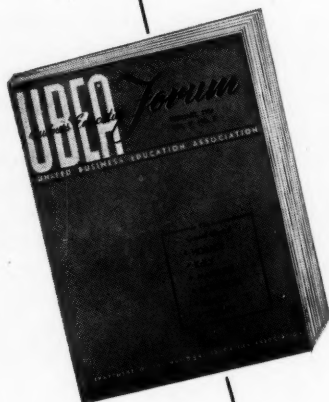
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The Story of British Shorthand, by E. H. Butler, Pitman Publishing Corporation, 2 West 45th Street, New York 19, N. Y., 1951, 247 pages, \$3.50.

THIS entertaining study of the development of a shorthand system used in the English speaking world is the outcome of many years of patient research on the part of the author. His account of the various systems and their inventors will be of interest not only to those with a special interest in shorthand, but also to students of social history; in addition many general readers will enjoy Mr. Butler's skillful character studies and popularization of the "winged art."

See What You Say, by B. A. and E. B. Findlay, Prentice-Hall, Inc., New York, N. Y., 1951, 336 pages, \$2.

THIS HIGH SCHOOL English textbook is a visual presentation which simplifies the rules for correct oral and written expression. A section is devoted to the business letter.

The National Business Education Quarterly, Vol. XX, No. 1, United Business Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C., 62 pages, 75 cents.

THE FALL ISSUE of this publication was released in November to professional members of the UBEA Divisions. It features articles by Willard G. Adams, College of the City of New York; I. David Satlow, Thomas Jefferson High School, Brooklyn; Mary Louise Green, Remington Rand Inc.; Katherine and Glen E. Murphy, Florida State University; Virginia Reva, University of New Mexico; Mary Alice Horan, North Hollywood (California) High School; Frank W. Lanham, University of Michigan; and Herbert Kalen, Gothenburg (Sweden) Junior College.

In addition to the splendid articles, a Directory of City (100,000 population and over) and State Supervisors of Business Education is included.

Booklets

It Starts in the Classroom, National Public Relations Association, NEA, 1201 Sixteenth Street, N. W., Washington 6, D. C., 64 pages, free or 25 copies for \$1.00. This is a public relations handbook for the classroom teacher. Good teaching is good public relations. Good public relations uses the same psychological principles as good teaching. These are the essential ideas behind the new public relations handbook published as a service of the NPRA.

UNITED SERVICES

PROFESSIONAL READING

Why Do Boys and Girls Drop Out of School and What Can We Do About It? Circular No. 269. Government Printing Office, Washington 25, D. C., 1950, 72 pages, 35 cents. Outcome of the Work Conference on Life Adjustment Education (Chicago, 1950). General principles and statements are included with specific suggestions and methods.

Women in the Federal Service: Part 2, Occupational Information (Catalog No. L 13.3: 230., 2, 1950), Government Printing Office, Washington 25, D. C., 1950, 87 pages, 25 cents. Shows the occupations of a selected group of women at the higher levels of salary and responsibility in the executive branch of the Federal Government. Gives data on the training of those doing such work and their age and length of service at the time of reaching these levels.

Democratic Practices in Secondary School Administration, Bulletin (October 1951) of the National Association of Secondary-School Principals, 1201 Sixteenth Street, N. W., Washington 6, D. C., 224 pages, \$1.50. Features articles on teaching load, meeting the needs of youth, evaluating the high school program, trends in secondary education, and a list of national contests approved by the National Committee on Contests of the NASSP.

How to Save Time and Money With a Checking Account, compiled by John Y. Beaty, Promotion Press, Inc., 49 West 57th Street, New York, N. Y., 24 pages, \$.25 or free at some local banks. Tips on how to write checks safely, the right way to make a deposit, how to write checks so that the right person gets the money and the payee receives the right amount, the loss-proof way to indorse checks, simple directions for reconciling the monthly statement, precautions that prevent hard-to-detect losses, and practical hints on how to get the most out of a checking account are some of the practical pointers described by the author. "What if a check is altered when received?" and similar questions are also answered in the booklet.

A Directory of 2,002 16 mm. Film Libraries, Bulletin 1951, No. 11, by Seerley Reid and Anita Carpenter, U. S. Government Printing Office, Washington 25, D. C., 1951, 120 pages, \$.30.

Copies of the "Business Education Program in the Secondary School" are still available from UBEA, 1201 Sixteenth Street, N. W., Washington 6, D. C. Price \$1.00.

Shorthand

(Continued from page 25)

The last test, No. 8, measures sharpness of image or clearness of vision through the six principal meridians of the left and the right eyes.

Handicaps

Faulty visual habits contribute to poor performance in reading because many individuals tend to avoid near-point activities such as that which deals with reading from a textbook. Then, of course, a near-sighted person who does not wear glasses to rectify his deficiency may be unable to see the blackboard clearly enough to read it. Such an individual in elementary shorthand would be greatly handicapped since so much of the work is

written on the blackboard during the instructional part of a classroom period.

The basic tests may be administered in five to ten minutes, which is a comparatively short time to consume in discovering defects in distance and near-point vision. Only a small school desk is needed to accommodate the Telebinocular, the instrument used to show the slides.

The major weakness of this battery of tests is that they are administered while the student is looking straight ahead without moving his eyes. They are said to be "static rather than dynamic tests." To correct this weakness, the teacher may wish to use other visual tests.

Test Procedure

Three hours was sufficient time to test a group of nineteen shorthand students examined by the Reading Clinic. The testing took place during the first week of the shorthand course. The clinic prepared diagrams of visual difficulties. Since the diagrams were somewhat technical, they were interpreted for the instructor. The summary of the report included the following:

1. Normal vision: 10 students
2. Advisable to recheck soon with the Reading Clinic for furthering testing: 3 students
3. Advisable to have lens rechecked: 4 students
4. Referrals to an optometrist or oculist: 2 students

Results

At the beginning of the semester the students tested were notified of the results and were advised to follow the recommendations made by the clinic. At the end of the semester the results of the information supplied by the clinic and the grades received for the course were studied. For the two students who were urged to consult an eye specialist, but failed to heed the advice, failing grades in shorthand were reported. Only one of the three students in the second group returned to the clinic for further testing and this student rated an *A* in shorthand while the other two made failing grades. None of the students in the third group had their glasses rechecked and the grades recorded showed that two received *B*'s, one a *C*, and the fourth a *D*. All students with normal vision received grades of *C* or above.

Obviously the recognition of visual difficulties will not enable a student to pass a course in shorthand, but two failures might have been avoided if the visual defects had been corrected. The one student who rechecked with the Reading Clinic, in group two, received an *A* whereas the other two received *F*'s. It should be remembered that visual readiness is only one factor contributing to reading capacity in shorthand and should not be confused with reading ability. But it helps the teacher to prepare a student for sustained reading activities in a shorthand course. Since visual readiness is one of the prerequisites to reading readiness in shorthand, the teacher should definitely be concerned with functional problems of vision.

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Typewriting

(Continued from page 26)

must be an actor—a *showman*—and teach through a variety of roles, voices, actions, paces. The XG pupil is often a very restless pupil. Never “lecture” for more than a minute or two at a time. Actions speak louder than words. The more dramatic and vivid the teaching, the better and longer will the learning be retained. If it is necessary to “stand on your head” to make a point, do it! Your efforts will be rewarded.

Proofreading is very time-consuming and only a minimum of it should be requested during the early learning stages. In the more advanced learning stages, proofreading becomes more necessary, and requires special attention. The pupil's faulty reading technique and spelling ability present a hazard to accuracy of checking. The teacher has proofread papers on which pupils have honestly failed to find 12 out of 20 errors.

Do not have the pupils proofread everything but for that material which is to be checked stress the importance of finding and correcting errors; make accurate checking a highly prized skill and reward such skill by isolation of, reference to, and drill on the words with which the pupils might have trouble; teach the pupil to read for perception of word parts and details. Spelling is largely a kinaesthetic skill and excess time spent in proofreading might more profitably be given to type-writing, which in turn may improve the pupil's spelling ability.

Errors

De-emphasize the importance of errors—especially during the early learning. The fear of making errors must never be put into the pupil's mind. Many of these slow learners, in time, become most critical of their errors and they take great pride in handing in a well-typed piece of work. Do not stress the pupil's errors and weaknesses but build up his self-respect by emphasizing what he can do well. Work closely with the pupil in an effort to discover the cause of his errors or improper technique. Better still, help him so that he discovers for himself his faults and prescribes his own remedy.

The quality and accuracy of the XG's work is directly dependent upon his emotional stability and attitude. There are days when the pupil may be aggressive, intractable, overbold, and other times when he may be shy, docile, reserved. They are so often preoccupied with their own problems as well as with those of their classmates. It is for the teacher to set the tenor of the classroom and to try to wheedle and cajole the disturbed students to continue their tasks or devise new ones to fit the particular pupil.

Marks

Marks are not money. Do not be afraid to spread a lot of good marks around. Next to social recognition and approval, the slow learner craves good marks. They are a tangible measure of success and the slow learner

(Continued on next page)

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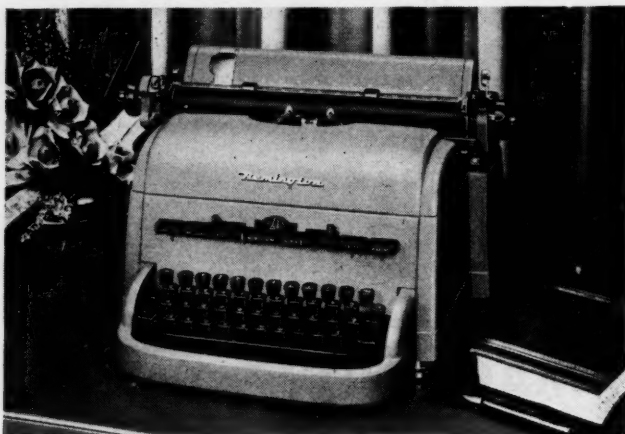
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Typewriting

(Continued from page 37)

places a high value on marks as symbols of this success. Do not hesitate to give checks, A's, 10's, 100's as you come across good work, improvement, or sincere effort. Be sure to praise aloud, but "criticize" very softly and individually. Let the pupil know he has just received an A for a consistently good carriage return—give another two checks for good posture—and another a 10 for a good stroking technique. At the end of the period they will crowd your desk to check avidly their good fortune—counting their checks, 10's, A's, and what have you. It is amazing what a tremendous up-lift these seemingly trivial notations give to the slow learner and how on the next day, he redoubles his efforts to earn more praise and approval. Inflate some marks if necessary so that even the poorer pupil feels he too can achieve success and recognition. Pass everyone who has worked to his capacity.

Visual Aids

The slow learner often has difficulty in following verbal instructions and explanations but can be reached effectively and easily through visual instruction. Many have a keen imitative ability. Of the most successful visual aids are demonstration, the blackboard, and films. Nothing can be as vivid as the teacher demonstrating alongside the pupil so that he may observe at first hand the techniques, motions, and patterns of the expert. It is often helpful to have one pupil demonstrate to the class or to another pupil for his typing patterns and problems more closely approximate those of his classmates. The blackboard, if properly handled, will be used throughout the entire period for instructions, explanations, diagrams, and charts to supplement the textbook and any verbal instructions.

Although films are generally difficult for the slow learner, they can be of great use if the class is properly prepared for what is to be shown in the film. There should be judicious pauses in the showing, during which time there can be a demonstration by the teacher or a pupil, and a discussion of the particular skill involved.

Motivation

The spirit of competition is more keen in the XG than in any other pupil. This healthy spirit can be used as a most beneficial teaching and learning device. I have never seen boys and girls work as earnestly, competing with themselves and with their neighbors, in trying to increase their typing speed score as posted daily on a wall bar chart. The pupil's knowledge of his progress is essential.

Posting their papers for all to see, and entering their names on honor rolls are ways of rewarding good work, improvement, and effort, and will stimulate the pupils to greater interest and achievement.

Awarding of pins and certificates to as many pupils as possible without lowering the merit of the award, has

helped immeasurably in giving them a sense of accomplishment, of worth, and of success.

Although the slow learner will undoubtedly present certain problems which are peculiar to his group, it is sincerely believed that many of these problems can be overcome and the pupil can be made a more healthy, more useful, and more productive person through kindness, understanding, sympathy, encouragement, and enthusiasm.

Bookkeeping

(Continued from page 27)

citizens, and in communist Russia there is one automobile for every 252 advocates of a system of controlled economy. Radios in our democratic country number one for every three citizens, in Great Britain they number one for every five citizens, and in the U.S.S.R. they number one for every 45 Russians. These are only a few of the comparisons that might be made by the teacher of accounting between the democratic way of life and the way of life advocated by those individuals who adhere to foreign ideologies. This is one of the many ways that the classroom teacher can sell our way of life to the youth of today who will be the leaders of tomorrow.

Using Economics to Accent the Advantages of "The American Way"

A study of economics naturally presents excellent opportunities for mobilizing the thinking of the youth of our country. As the economic systems of various countries are studied and compared, and as the economic theories on which various systems of government in the world are founded are discussed, it becomes the responsibility of the classroom teacher to demonstrate quite clearly that our system of free enterprise has not only made it possible for citizens of the United States to have the highest standard of living in the world, but it has made it possible for a large percentage of our population to become owners of small businesses or shareholders in large business enterprises.

Attention of students should be called to the fact that a capitalistic economy such as ours does not mean that capital in the form of material wealth is concentrated in the hands of a few extremely wealthy individuals although some people are under this erroneous impression. Not only is the individual who has a few shares of stock in a large corporation directly interested in the welfare of our capitalistic system but each person with savings account in a bank or each person with a life insurance policy is part owner of the capital necessary for the satisfactory functioning of the economic system on which our way of life is based. Banks and life insurance companies reinvest the money entrusted to them in stocks and bonds of corporations and thus make each individual with interests in these companies a contributor to the capital so vitally necessary to produce automobiles, refrigerators, and homes in such quantity that

each of us may enjoy the luxuries of life as well as secure the necessities of daily living.

Need for Continuous Effort to Inculcate Democratic Ideas

Although only a few concrete suggestions have been outlined, it would be possible to suggest innumerable other ways in which the classroom teacher might contribute to the mobilization of internal defenses designed to protect our way of life. Each class period will probably present new opportunities for the wide-awake teacher to do his part in this gigantic mobilization program which presents a challenge to each citizen to do his share to the best of his ability. The teacher of business probably has a greater responsibility in this all-out program of preparedness than most citizens since he is not only training youth in knowledges and skills that

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will make it possible for each to assume his rightful place in our economy as a well-trained worker, but the business teacher is guiding the thinking of students in the formation of lasting ideas and ideals concerning a system of government that recognizes the right of man to engage in free business enterprise. As business teachers, let us assume this responsibility which has been given to each of us by virtue of the fact that we daily come in contact with the citizens of tomorrow.

Teaching Aids

(Continued from page 28)

Equipment & Content	Level of Achievement
KEY-DRIVEN MACHINES	
3 to 5 column addition	Ten 5-column, 25 factors in 5 minutes
2 & 3 factor multiplication	Twenty-five problems in 5 minutes
Pre set (permanent) decimal point multiplication	Twenty problems in 5 minutes
Subtraction (including credit or overdraft)	Familiarity
Division	Familiarity
Pro-rating	Familiarity
Reciprocals	Familiarity
CRANK-DRIVEN MACHINES	
Addition, Multiplication, Subtraction & Division	Familiarity
FULL-KEY & TEN-KEY MACHINES	
Addition, Multiplication, & Subtraction	Familiarity
BOOKKEEPING MACHINES	
Accounts Receivable	Posting, control, trial balance, and invoices set up for ten customers over a business activity period of one month.
TRANSCRIPTION MACHINES	
Transcription of dictated records — both permanent and original	One record an hour.
Dictation of records	Familiarity and voice clarity.
Shave records	Familiarity
DUPLICATING MACHINES	
Cut stencils and set up master copies on the typewriter and the mimeoscope to include various sizes and styles	Accuracy and originality
Run off copies involving black ink, colored ink, and inserts	Readable copy
Clean and file stencils for future use	Accuracy
Assemble booklets and multiple copy	Accuracy
FILING	
Memorize rules of filing	Accuracy of recognition
Emphasize various methods of alphabetic filing	Speed of filing and finding consistent with individual ability to assure accuracy.
Geographic and numeric filing methods	Familiarity

The final four weeks of the semester are devoted to integrated problems which include the adaptation of learned techniques to the transactions required from the receipt of an order to the filing of that order after shipment.

A duplicated manual of instructions is given to each pupil. This permits the pupils to start work and gives the teacher an opportunity to instruct small groups.

The schedule and the associated training program is established on the basis of eighty minutes of practice each day for a semester of twenty weeks. The course is given for two semesters which enables pupils to work in all sections. A new schedule is made each semester.

Salary Plan Grading

Grading is done on a salary-plan idea. Each month pupils are given "salary" checks. For example, a record perfectly transcribed and set up would earn the pupils five dollars. Each error costs the pupil one dollar. All grading is done in units of five to facilitate the transfer of "salary" to school grades.

This plan of grading has served as a motivating device and has shown the pupils the value of their work in terms of income to them. A few remarks which are heard frequently are "I didn't earn much on that record—guess I'd better learn to proofread," or, "I'll have to check my jobs or I'll never earn anything."

All in all, the schedule of operations and the plan of procedure have resulted in greater interest in personal achievement and more accuracy in those skills practiced. Concentration on the skills most frequently used in an office is preferred by businessmen and mastery of those skills by pupils creates a sense of assurance in future office employees.

Business Education (UBEA) Forum Schedule of Issues

- Shorthand (October) *Editor*—Dorothy H. Veon, Pennsylvania State College, State College, Pennsylvania.
- Typewriting (November) *Editor*—John L. Rowe, Teachers College, Columbia University, New York, New York; *Associate Editor*—Dorothy Travis, Central High School, Grand Forks, North Dakota.
- Bookkeeping and Accounting (December) *Editor*—Harry Huffman, Virginia Polytechnic Institute, Blacksburg, Virginia; *Associate Editor*—Fred C. Archer, State Teachers College, St. Cloud, Minnesota.
- Modern Teaching Aids (January) *Editor*—Lewis R. Toll, Illinois State Normal University, Normal, Illinois; *Associate Editor*—Mary Bell, San Francisco State College, San Francisco, California.
- General Clerical and Office Machines (February) *Editor*—Mary E. Connelly, Boston University, Boston, Massachusetts; *Associate Editor*—Regis A. Horace, State Teachers College, Plymouth, New Hampshire.
- Basic Business (March) *Editor*—Harold Gilbreth, Winthrop College, Rock Hill, South Carolina; *Associate Editor*—Gladys Bahr, Sloan Hall, Stephens College, Columbia, Missouri.
- Distributive Occupations (April) *Editor*—William R. Blackler, State Department of Education, Sacramento, California; *Associate Editor*—John A. Beaumont, State Department of Education, Springfield, Illinois.
- Office Standards and Co-operation with Business (May) *Editor*—Erwin M. Keithley, Department of Business Education, University of California, Los Angeles 24, California; *Associate Editor*—Charles B. Hicks, Ohio State University, Columbus, Ohio.



WHY YOU SHOULD BELONG TO THE UBEA INTERNATIONAL DIVISION

On August 17, 1952, business education delegates from a number of European and Middle Eastern countries as well as Canada and other Western countries will begin their 26th annual two-week conference in New York City. This meeting is being sponsored by the International Division of UBEA. In order for the conference to be of greatest value to our foreign visitors we need to have a good representation of business teachers from all sections of the United States.

Considerable expense is involved in staging such a conference. Although the delegates are paying their own hotel, meals and transportation costs, there are other incidental expenses of printing, entertainment and the like that we shall have to bear.

You can contribute to this important undertaking by becoming a sustaining member of the United States Chapter of the International Society for Business Education which is a division of UBEA. The dues are only \$3.00 in addition to the UBEA dues. You will not only be supporting this worthy organization but you will also receive two or three issues of the *International Review* which is published in Zurich, Switzerland, and which contains many articles of interest to all business educators.

Denmark with its very small total population has more than three times as many members of the International Society as we have in this country. The same is true of Switzerland. Will you not make a special effort this year to become a member so that we may have a sizable number to report when the Society meets in New York next summer? *Send your \$3.00 today to the UBEA office.* Also try to get at least one other business teacher to support the program.

If you could see the tremendous interest business teachers from other countries have in what we are doing in America, I am certain you would help out by your membership. I should like to be able to report that we have at least 1,000 of the 40,000 business teachers in this country enrolled in the International Society.

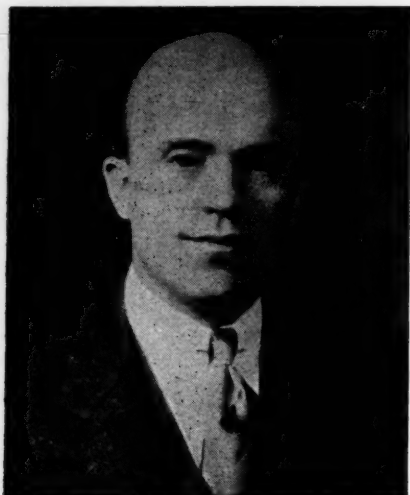
In addition to becoming a member you can also support the organization by attending the two-week conference this summer in New York. The conference begins on the evening of August 17 with a dinner. The remainder of that week will be spent in New York with lectures and discussion groups in the morning and visits to business and industry in the afternoon. On the 25th the group will go by chartered buses to Washington, D. C. where they will again spend the mornings in lectures and discussion groups and the afternoons visiting various governmental buildings and offices. They will return to New York the latter part of the week and the session will close with additional meetings, trips and a farewell dinner.

You should not miss this opportunity of getting acquainted with business teachers and business men from abroad. Write today for an application blank and information about the meeting. We want fifty delegates from the UBEA affiliated associations. Applications will be considered in the order they are received.—HAMDEN L. FORKNER, *Teachers College, Columbia University, New York, N. Y.*

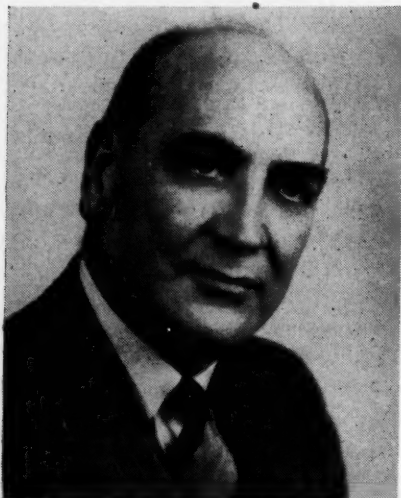
UBEA IN ACTION

NEWS, PLANS, AND PROGRAMS

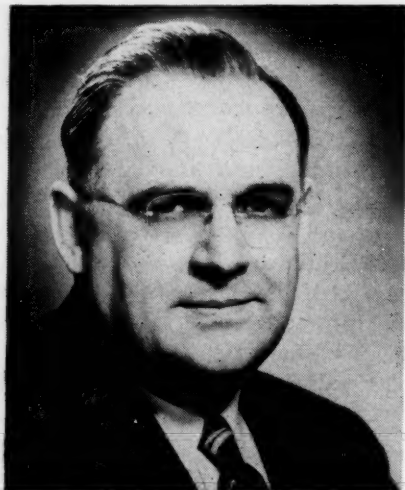
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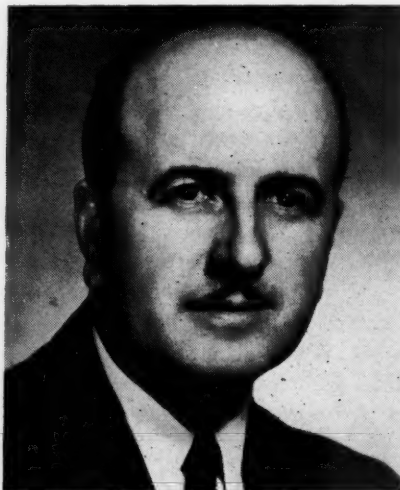
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HERMAN G. ENTERLINE, RESEARCH



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JOINT MEETING

NATIONAL ASSOCIATION OF BUSINESS TEACHER-TRAINING INSTITUTIONS
U. S. CHAPTER, INTERNATIONAL SOCIETY FOR BUSINESS EDUCATION
UBEA RESEARCH FOUNDATION FOR BUSINESS EDUCATION
ADMINISTRATORS DIVISION OF UBEA

Hotel Sherman
Chicago, Illinois
February 21-23, 1952

Theme: Contributions of Business Teacher-Training Institutions to the Professional Growth of Teachers

**NABTTI
EXECUTIVE
COMMITTEE**
Thursday
2:00 p.m.
Jade Room

President: JOHN M. TRYTTEN, *University of Michigan, Ann Arbor*. Vice President: RUSSELL J. HOSLER, *University of Wisconsin, Madison*. Secretary: HARRY HUFFMAN, *Virginia Polytechnic Institute, Blacksburg*. Editor: E. C. MCGILL, *Kansas State Teachers College, Emporia*. Directors: JOHN H. MOORMAN, *University of Florida, Gainesville*; JAMES R. MEEHAN, *Hunter College, New York City*; Ex-officio: E. C. MCGILL, (Past President); HOLLIS GUY, *UBEA Headquarters, Washington, D. C.*; and RAY G. PRICE, (UBEA President), *University of Minnesota, Minneapolis*.

REGISTRATION
Friday-Saturday
8:30 a.m.
Louis XVI Foyer

Chairman: HOLLIS GUY, *Executive Secretary, United Business Education Association, Washington, D. C.* Assistant Chairman: JOHN L. ROWE, *Teachers College, Columbia University, New York City*. Committee: DOROTHY VEON, *Pennsylvania State College, State College*; HARRY HUFFMAN, *Virginia Polytechnic Institute, Blacksburg*; THEODORE YERIAN, *State Teachers College, Corvallis, Oregon*; and WILLIAM SAKSON, *Hunter College, New York City*.

Friday Morning, February 22

**FIRST
GENERAL
SESSION**
Teacher Education
Friday
9:15 a.m.
Louis XVI Room

NABTTI—Contributions of Business Teacher-Training Institutions to the Professional Growth of Teachers (9:15-10:45 a.m.). Moderator: PETER L. AGNEW, *New York University, New York City*. Introductory Remarks—JOHN M. TRYTTEN.

Panel Speakers

"Business Experience versus Planned Observation for Business Teachers."—ALBERT C. FRIES, *Northwestern University, Evanston, Illinois*.

"Classroom Visitation; Demonstration Teaching."—HELEN REYNOLDS, *New York University, New York City*.

"Workshops, Institutes, and Conferences for Business Teachers."—ALLAN C. LLOYD, *The Gregg Publishing Co., New York City*.

"Graduate Study; Alertness Credit Courses for Business Teachers."—ELVIN S. EYSTER, *Indiana University, Bloomington*.

**FIRST
GENERAL
SESSION**
(Continued)

"Membership and Participation in Conventions; Reading and Contributing to the Literature in Business Education."—RAY G. PRICE, *University of Minnesota, Minneapolis*.

"Field Services of Teacher-Training Institutions Other Than Follow-Up Activities."—E. C. MCGILL, *Kansas State Teachers College, Emporia*.

"Follow-up Activities of Business Teacher-Training Institutions in Business Education."—JAMES M. THOMPSON, *Eastern Illinois State University, Charleston*.

"Eliminating the Reason for the 'Gripes' of Business Teachers."—THEODORE WOODWARD, *George Peabody College for Teachers, Nashville, Tennessee*.

NABTTI—Group Conferences (10:45-12 noon). The problem areas, chairmen and discussants are listed below.

Business Experience versus Planned Observation for Business Teachers. Chairman—HAMDEN L. FORKNER, *Teachers College, Columbia University, New York City*.

Principal Discussants: TORA M. LARSEN, *Ohio Wesleyan University, Delaware*; EDWARD H. GOLDSTEIN, *Forest Park Evening Center, Baltimore, Maryland*; and EVA M. ISRAEL, *University of New Mexico, Albuquerque*.

Classroom Visitation; Demonstration Teaching. Chairman—HERMAN G. ENTERLINE, *Indiana University, Bloomington*.

Principal Discussants: CLYDE I. BLANCHARD, *University of Tulsa, Tulsa, Oklahoma*; JOHN H. CALLAN, *West Liberty State College, West Liberty, West Virginia*; and VELNA SOLLARS, *Western Illinois State College, Macomb*.

Workshops, Institutes, and Conferences for Business Teachers. Chairman—J. MARSHALL HANNA, *Ohio State University, Columbus*.

(Continued)

CONFERENCES
10:45 a.m.

Group I
Club Room 1

Group II
Club Room 8

Group III
Jade Room

Group III
(Continued)

Principal Discussants: DOROTHY H. VEON, *Pennsylvania State College, State College*; KENNETH J. HANSEN, *Colorado State College of Education, Greeley*; and DOROTHY L. TRAVIS, *Central High School and the University of North Dakota, Grand Forks*.

Group IV
Club Room 4

Graduate Study; Alertness Credit Courses for Business Teachers. Chairman—PAUL S. LOMAX, *New York University, New York City*.

Principal Discussants: LLOYD V. DOUGLAS, *Iowa State Teachers College, Cedar Falls*; LEONA DALE HULET, *Oklahoma City University, Oklahoma City*; and JOHN H. MOORMAN, *University of Florida, Gainesville*.

Group V
Club Room 5

Membership and Participation in Conventions; Reading and Contributing to the Literature in Business Education. Chairman—HERBERT A. TONNE, *New York University, New York City*.

Principal Discussants: GLADYS BAHR, *Stephens College, Columbia, Missouri*; FRED C. ARCHER, *State Teachers College, St. Cloud, Minnesota*; and DONALD J. TATE, *Florida State University, Tallahassee*.

Group VI
Club Room 6

Field Services of Teacher-Training Institutions (Other Than Follow-Up Activities). Chairman—EARL G. NICKS, *University of Denver, Denver, Colorado*.

Principal Discussants: EDWIN A. SWANSON, *San Jose State College, San Jose, California*; WILLIAM L. CRUMP, *A. and I. State University, Nashville, Tennessee*; and M. ADELINE OLSON, *University of North Dakota, Grand Forks*.

Group VII
Club Room 7

Follow-Up Activities of Business Teacher-Training Institutions in Business Education. Chairman—MILTON C. OLSON, *State College for Teachers, Albany, New York*.

Principal Discussants: MATHILDE HARDAWAY, *Woman's College, University of North Carolina, Greensboro*; ROBERT L. HITCH, *University of Wyoming, Laramie*; and WILMA A. ERNST, *Northwestern State College, Alva, Oklahoma*.

Group VIII
Emerald Room

Eliminating the Reason for the "Gripes" of Business Teachers. Chairman—W. HARMON WILSON, *South-Western Publishing Company, Cincinnati, Ohio*.

Principal Discussants: CATHARINE B. DWYER, *Vocational High Schools, Brooklyn, New York*; DUANE McCracken, *State Teachers College, Mankato, Minnesota*; and BRUCE F. JEFFERY, *State Teachers College, Salem, Massachusetts*.

SECOND GENERAL SESSION
Teacher Education
Friday
1:30 p.m.
Louis XVI Room

NABTTI—Reports from the Group Conferences: Further Statements Concerning the Problem Areas. (1:30-3:00 p.m.)
Chairman: PETER L. AGNEW, *New York University, New York City*.

UBEA Research Foundation

Presentation of Problems in Business Education Research (3:30-5:30 p.m.). Chairman—HERMAN G. EXTERLINE, President of Foundation.

Progress Reports:

Committee on Coordination and Integration of Research in Business Education—JOHN M. TRYTTEN, Chairman

Committee on Cooperation With Joint Council on Economic Education—M. HERBERT FREEMAN, Chairman

Committee on Work-Experience Study—JESSIE GRAHAM, Chairman

Committee on Tests and Standards—PAUL S. LOMAX, Chairman

Committee on Student Typewriting Tests—RUSSELL CANSLER, Chairman

Committee on the Research and Service Projects of Delta Pi Epsilon—HERBERT A. TONNE, Chairman

Open Forum

Group VI
Club Room 6

Friday Night, February 22

UBEA Administrators Division

Presentation of Problems in Business Education Administration (8:00-10:00 p.m.). Chairman—ELVIN S. EYSTER, President of Administrators Division

Saturday Morning, February 23

U. S. Chapter, International Society for Business Education

UBEA and Its International Responsibility (8:45-10:00 a.m.). Chairman—HAMDEN L. FORKNER, President of U. S. Chapter.

Report of the 1951 London Conference

Plans for the 1952 United States Conference

AATCE Cooperative Program (9:00-noon). This NABTTI session is scheduled in cooperation with the American Association of Colleges for Teacher Education and is under the direction of AATCE's Committee on Collegiate Problems in Teacher Education. Chairman: W. E. LESSENGER, *Dean, College of Education, Wayne University, Detroit, Michigan*.

Presiding: RAY G. PRICE, UBEA President.

Reports of Standing Committees

Presiding: JOHN M. TRYTTEN, NABTTI President. Annual Business Meeting of the National Association of Business Teacher-Training Institutions.

RESEARCH

Friday
3:30 p.m.
Louis XVI Room

ADMINISTRATORS

Friday
8:00 p.m.
Louis XVI Room

INTERNATIONAL

Saturday
8:45 a.m.
Louis XVI Room

TEACHER EDUCATION

Saturday
9:00 a.m.
Congress Hotel

FELLOWSHIP LUNCHEON

Saturday
12:15 p.m.

NABTTI

1:30 p.m.
Crystal Room

Headquarters Notes

(Continued from page 4)

P.S.—According to a survey conducted by the U. S. Office of Education, the number of students enrolled in the Nation's colleges and universities has continued to decline for the second straight year. This year's tabulation included data furnished by 1,806 institutions. It is alarming that the enrollment in teachers colleges should drop 11 per cent while the decline for all institutions was 7.8 per cent.

It is hoped that the NABTTI Committee on Recruitment of Business Teachers will work aggressively to prevent an acute shortage of business teachers. This committee will make its first report at the Chicago meeting. Olive Parmenter of Bowling Green (Ohio) State University is chairman of the NABTTI committee. Earl G. Nicks, University of Denver; and Estelle Popham, Hunter College, are members of the committee.

As a member of the Educational Press Association, UBEA participated in the workshop which was sponsored recently by the Washington area group. The workshop was made up of three elements: [1] Addresses—These included "Layout, Design, and Typography," by Otto N. Forkert, Chicago; and "What Every Education Editor Needs to Know," by James L. McCaskill, director, Legislative and Federal Relations Division, NEA. [2] Juries—Discussion groups dealt with printing processes, editorial planning, readability, editorial research, headings and captions, reader surveys, and editing and rewriting copy. [3] Interviews—Conducted throughout the day by Mr. Forkert, who analyzed typography and layout of individual educational publications.

In addition to participating in the workshops and many services performed by the Educational Press Association, members ballot annually to determine the ten major educational events of the year. From the long list of outstanding events in 1951, Edpress members selected the following as the ten major ones: [1] Schoolmen forced the Defense Production Authority to increase its allotments of structural steel for public schools. [2] Educators counterattacked their defamers and accusers. (See McCALL'S MAGAZINE, September, 1951). [3] The ACE named an athletic policy committee to curb abuses in intercollegiate athletics. [4] School superintendents and college presidents united in a demand for a fair share of the television spectrum for educational programs. [5] Congress enacted the Universal Military Training and Service Act with its deep implications for compulsory military training in the near future. [6] The Veterans Administration cut off the right of veterans to begin new courses of study under the G. I. Bill of Rights. [7] Dissatisfied with two older organizations, adult educators merged them into a strengthened Adult Education Association. [8] West Point expelled 90 cadets accused of cheating in examinations. [9] Public school educators accepted the challenge of teaching moral and spiritual values. [10] Proponents of Federal aid to education decided to reform their lines and reconstruct their tactics for the future.—H. P. G.

FEBRUARY, 1952 :

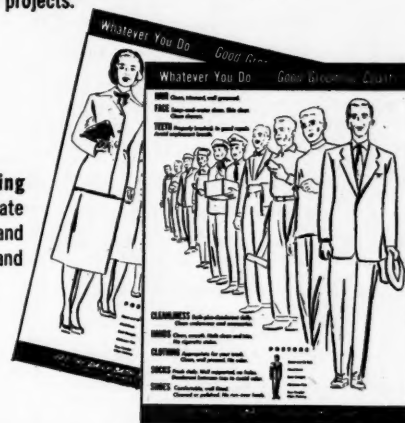
Better Grooming means Better Jobs!

New colorful visual material stresses the importance of good grooming on the job!



"Guide For A Good Grooming Program"—manual for teachers for a complete grooming program, covering eight phases of grooming. Includes demonstrations and projects.

"Whatever You Do, Good Grooming Counts"—colorful NEW charts illustrate good grooming practices for men and women in every field of business and industry.



"Honor Your Partner"—Colorful NEW poster, 11" x 17", points up the daily-bath-plus-deodorant habit. Excellent for display in classrooms, corridor bulletin boards, etc.

Perspiration Facts Chart —17" x 22" chart gives background material for grooming study, including structure of sweat glands, physiological functions of perspiration.

"He Has His Eye on You"—interesting NEW grooming leaflet for women highlights a complete good grooming routine that pays off in business and social success.

"Show Them That You Know"—factual NEW grooming leaflet for men, emphasizing the importance of personal cleanliness and neatness in getting ahead.

Educational Service Dept. BF 2-52
BRISTOL-MYERS PRODUCTS DIVISION - 45 Rockefeller Plaza - New York 20, N. Y.

Please send me, free of charge:

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|--|--|
| <input type="checkbox"/> Manual, "Guide For A Good Grooming Program" | <input type="checkbox"/> Poster, "Honor Your Partner" |
| <input type="checkbox"/> Men's chart, "Whatever You Do, Grooming Counts" | <input type="checkbox"/> Chart on Perspiration Facts |
| _____ Men's leaflets, "Show Them That You Know" | <input type="checkbox"/> Chart, "Be Proud Of Your Hands" |
| _____ quantity | _____ Women's leaflets, |
| <input type="checkbox"/> Women's chart, "Whatever You Do, Grooming Counts" | _____ quantity "Tales Your Hands Tell" |
| _____ Women's leaflets, "He Has His Eye on You" | |
| _____ quantity | |

Name _____ Subject Taught or Title _____

School or College _____

City _____ Zone _____ State _____

No. Classes _____ Enrollment in Each: Women or Girls _____

Men or Boys _____

AFFILIATED, COOPERATING, AND UBEA REGIONAL ASSOCIATIONS

The announcements of meetings, presentation of officers, and special projects of affiliated, cooperating, and UBEA regional associations should be of interest to FORUM readers. An affiliated association is any organized group of business teachers which has been approved for representation in the UBEA Representative Assembly. A UBEA regional association is an autonomous group operating within a UBEA district which has unified its program of activities with UBEA and has an official representative on the UBEA National Council for Business Education. A cooperating association is defined as a national organization or agency for which the UBEA National Council for Business Education has established a coordinating committee.

Affiliated Associations

Akron Business Education Association
Alabama Business Education Association
Arizona Business Educators' Association
Arkansas Education Association, Business Section
California Business Education Association
Chicago Area Business Educators' Association
Colorado Education Association, Commercial Section
Connecticut Business Educators' Association
Delaware Commercial Teachers Association
Florida Business Education Association
Georgia Business Education Association
Houston Independent School System, Commercial Teachers Association
Idaho Business Education Association
Illinois Business Education Association
Indiana State Teachers Association, Business Education Section
Inland Empire Commercial Teachers Association
Iowa Business Teachers Association
Kansas Business Teachers Association
Kentucky Business Education Association
Louisiana Business Education Association
Maryland Business Education Association
Minnesota Business Education Association
Mississippi Business Education Association
Missouri State Teachers Association, Business Education Section
Montana Business Education Association
Nebraska State Education Association, District 1 and District IV Business Education Sections
New Hampshire Business Educators' Association
New Jersey Business Education Association
New Mexico Business Education Association
North Carolina Education Association, Business Education Section
North Dakota Education Association, Commercial Education Section
Ohio Business Teachers Association
Oklahoma Commercial Teachers Federation
Oregon Business Education Association
Pennsylvania Business Educators Association
Philadelphia Business Teachers Association
St. Louis Area Business Education Association
South Carolina Business Education Teachers Association
South Dakota Commercial Teachers Association
Tennessee Business Education Association
Texas State Teachers Association, Business Education Section
Tri-State Business Education Association
Utah Education Association, Business Education Section
Virginia Business Education Association
Washington, Western Commercial Teachers Association
West Virginia Education Association, Business Education Section
Wisconsin Business Education Association
Wyoming Business Education Association

BUSINESS EDUCATION IN THE CENTRAL REGION

St. Louis Area

During the current school year the St. Louis Area Business Educators Association has embarked on an ambitious, entertaining, and highly instructional program.

The keynote of the present year is "Successful Teaching Practices." Chairman of the Program Committee, E. W. Alexander, principal of Central High School, believes that teacher participation in the program is highly beneficial and inspiring.

In line with the theme, the meeting which was held on December 1, 1951, was devoted to those methods, practices, procedures, and devices that have proved successful in the present neglected fields of business education—spelling, arithmetic, penmanship, and business English. Each topic was discussed by an outstanding teacher in that particular field. Other topics included were basic business and vocational counseling.

The second meeting scheduled to be held in February will be devoted to methods and procedures in the vocational business subjects—typewriting, shorthand, and bookkeeping. In addition, placement testing, business law, and economics will be discussed. The final meeting will be devoted to audio-visual aids for the business teacher.—FLORENCE McDERMATT, Publicity Chairman.

Wisconsin

At the convention of the Wisconsin Business Education Association held at Milwaukee in November, the following officers were elected: President—Kenneth Peterson, Neenah High School; first vice-president—Cecil Beede, Vocational School, Eau Claire; second vice-president—Marvin Hauser, critic teacher of business subjects at Whitewater City High School, Whitewater; secretary-treasurer—Lorraine Missling, High School Shawano; and as a member of the Executive Board—Marie Benson, instructor at Whitewater State Teachers College.

Other members of the executive board are Harold Bellas, past president of the organization, Wausau High School; Ray Ruppel, Waukesha High School; and Russell J. Hosler, University of Wisconsin, Madison.

Mr. Peterson, who was elected president, served as first vice-president of the association during the previous year. The office of secretary-treasurer is for a two-year term, and members of the executive board are elected for a three-year term.—LORRAINE MISSLING, Secretary.

It's a Date

June 30, for the 1952

Representative Assembly

Officers of the Illinois Business Education Association



Secretary
P. J. PHILHOWER
East Moline



President
LAURA BROWN
Chicago



Treasurer
HOMER ELY
East Alton



Vice President
MARY SULLIVAN
Peoria

South Carolina

The South Carolina Business Education Teachers Association will hold its annual spring meeting on Friday, March 21, 1952 at the Elk's Club, 1632 Hampton Street, Columbia, South Carolina. Registration will begin at 12:45 P.M. with a luncheon following at 1:00 P.M.

The general subject of the conference this year will be "The Business Curriculum in South Carolina." Robert E. Slaughter, vice president of The Gregg Publishing Company, will discuss curriculum problems from the clerical point of view.

Reports of the various accomplishments and projects for the association will be discussed. Eleanor Patrick of Chester High School is president of the state organization.

Georgia

At the executive board meeting of the Georgia Business Education Association, plans were completed for the annual convention of the association which will be held in Atlanta on Friday, April 2, 1952. The officers, district directors, and nine committee chairmen are all working hard and a very fine year in GBEA is expected.

Donald Fuller, chairman, Division of Business Administration, Georgia State College for Women, Milledgeville, attended the district meetings in October and talked on some phase of elementary typewriting. He also discussed with the business teachers the plans for GBEA activities.

An all-out effort is being made to raise our membership from the 215 members of last year to 400 members this year.

Two outstanding business educators have been invited to address the Georgia Business Education Association at its annual convention in April.

Kentucky

Volume I, Number 1 of the *KBEA Newsletter* was released in December. This four-page bulletin is printed by the students at Ahrens Trade High School in Louisville under the director of the KBEA Public Relations Committee. This committee is composed of three Louisville teachers—John Tabb, Ahrens Trade High School; Anthony L. Brown, Shawnee High School; and Kathleen Drummond, University of Louisville.

Contributors to the issue are Willadene Rominger (KBEA President), Vernon Musselman (UBEA-SBEA State Director), Esco Gunter (State FBLA Sponsor), Elizabeth Dennis (KBEA Secre-

BUSINESS EDUCATION IN THE SOUTHERN REGION



The 1952 officers and newly elected state representatives of the Southern Business Education Association are (front row) Frank M. Herndon, University of Mississippi, Oxford, first vice-president; Gladys Peck, Louisiana State Department of Education, Baton Rouge, president; (second row) Getha Pickens, Senior High School, Little Rock, Arkansas; Mary Crump, Jones Business College, Jacksonville, Florida; Kenneth Dunlop, Salisbury Business College, Salisbury, North Carolina; Lucille Branscomb, State Teachers College, Jacksonville, Alabama; and Ernestine Melton, Adult Education School, Columbus, Georgia.

tary), Leonard Paulson, Maxine Schenks, Vernon Anderson, Margaret Moberly, Duane Landreth, Iris Haskins, A. L. Brown and Abbye L. Jones.

Approximately fifty business teachers in Western Kentucky met recently for lunch and an afternoon session at Murray State College.

Anna Fay Blewett, Paducah Junior College, chairman, presided. Vernon A. Musselman, University of Kentucky, addressed the group using for his topic, "The Use of Visual Aids in Teaching the Business Subjects." He illustrated his talk with a variety of commercial and teacher-prepared materials, both free and inexpensive.

Esco Gunter, Kentucky FBLA Sponsor, discussed plans for FBLA. A great deal of interest in this work was expressed by those in attendance.

William Boyd, Farmington High School, Graves County, was selected as chairman of the section for the year 1951-52.—ESCO GUNTER, *Reporter*.

SBEA

Gladys Peck, president of the Southern Business Education Association announces the appointment of Margaret Newberry, Louisiana State University, as secretary of the association. Mrs. Newberry succeeds Frank Herndon who was elected vice president. Vernon A. Musselman, University of Kentucky, Lexington, was named treasurer and succeeds Howard Norton of Louisiana State University.

The following persons are the newly elected chairmen of the SBEA sections: *Junior Colleges*—Mary E. Anderson, Sunflower Junior College, Morehead, Mississippi; *Bookkeeping and Accounting*—Charles P. Foote, State Teachers College, Conway, Arkansas; *Secretarial Studies*—Eugenia Mosely, Peabody College, Nashville, Tennessee; *Private Schools*—Charles Palmer, Rice Business College, Charleston, South Carolina; *Secondary Schools*—Ruth Brewer, Miami Senior High School, Miami, Florida; *College and University*—Mrs. Charles House, Jr., Delta State Teachers College, Cleveland, Mississippi.

Northwest

As evidence of the professional interest in business education growing in the Northwest, professional business education meetings were held this year within the reach of almost all teachers.

The North Idaho Commercial Educators held a dinner meeting on October 8, 1951, at Coeur d'Alene. Bruce I. Blackstone led the group discussion on "New Trends in Typewriting Instruction." On October 11, 1951, a group of business educators held an informal luncheon at Lewiston. This group also discussed, "New Trends in Typewriting Instruction."

Western Washington Commercial Teachers Association held its fall meeting October 12, 1951, in Seattle, Washington. Edward A. Almquist headed a panel discussion on the topic, "Counseling—Its Relation to Business Education." The close cooperation between WWCT and the business community is indicated by the presence of Andrew Ross on the panel. Mr. Ross is chairman of the Education Committee of Seattle's National Office Managers Association.

On October 25-26 the Montana Business Education Association held its meeting in Missoula. Maurice Egan presided at the meetings of the group. John N. Given, director of Metropolitan Junior College, Los Angeles, California, spoke on the subject, "The Business Curriculum, Are Some Changes Necessary?" Alvild Martinson and Verna Wickam presented a demonstration of stencil duplication techniques.

The Central Washington Business Education Association met in Ellensburg on November 17. Evelyn Russell presided at the meeting which included a panel discussion and a demonstration of the tachistoscope as an aid in the teaching of typewriting.—BRUCE I. BLACKSTONE, *Reporter*.

California

The Bay Section of CBEA held its fall meeting in December at the College of Marin in Kentfield. Hulme Kinkade presided over the business session which was followed by sectional meetings devoted to four subject-matter areas—general business, secretarial, bookkeeping, and distri-

butive occupations. Carlton Simonson, Los Gatos; Gerald Cresci, San Francisco; Donald Robertson, San Francisco; and George Johnson, Richmond, were chairmen of the respective groups. Weaver Meadows of Kentfield was chairman of the luncheon meeting. Frank Marsh, general manager of the San Francisco Bay Area Council was the guest speaker.

Among the business teachers who served as panel members or speakers were Edwin A. Swanson, Phyllis Zemer, Tom Dusek, Dale Hamann, Herman Yeager, Wayne Johnson, Ione Wilson, Walter Johnson, and Robert Nelson. Other members who assisted with the meeting were Patricia Ferguson, Patricia Adams, Dorothy Beigle, Al Reynolds and Marie Gold.

Officers of the Bay Section are Hulme Kinkade, president; Margaret Healy, secretary; and George Kemp, treasurer.

MOUNTAIN-PLAINS

Plans are being made by a committee, appointed by the representatives from several states at a meeting held last summer, for a Mountain-Plains Convention to be held on the campus of the University of Denver, June 26-28, 1952. The purpose of this meeting, in addition to the professional program for teachers of business subjects, is to organize the Mountain-Plains into an active District of the UBEA. All business teachers as well as others who are interested in advancing the professional status of business education are invited to attend. A tentative program for the three days follows:

Thursday—Tours and Registration
Fellowship Banquet and
Speaker (evening)

Friday—Professional Session Followed
by Sectional Meetings
Luncheon
Professional Session Followed
by Organizational Meeting
Mountain Trip and Chuck
Wagon Dinner

Saturday—Professional Session Followed by Sectional Meetings

There will also be a machines and a book exhibit in connection with the convention. A complete program will be published in a later issue of the FORUM. Earl G. Nicks, chairman of the Department of Business Education, University of Denver, is general chairman of the convention.—JUANITA M. RAUCH, *Publicity Chairman*.

Connecticut

Officers of the Connecticut Business Educators Association for the present year are: President, Clarence Schwager, Greenwich High School, Greenwich; Vice President, Laurent Fortin, East Hampton High School, East Hampton; Secretary, Beatrice F. Roberts, Greenwich High School, Greenwich; and Treasurer, A. DiChella, Stone College, New Haven.

"Business Education in the 1952 Employment Situation" is the theme for the 1952 Annual Convention to be held Saturday, May 10, at the Teachers College of Connecticut, New Britain.—BEATRICE F. ROBERTS, *Secretary*.

Delta Pi Epsilon

Herbert A. Hamilton, Dean of Administration, Southern Louisiana Institute, Lafayette, was declared the winner of the Eleventh Annual Delta Pi Epsilon Research Award by H. G. Enterline, Chairman of the Research Award Committee, at the annual D.P.E. Banquet held at the Palmer House, Chicago, on December 28, 1951. The title of Dr. Hamilton's study, a Ph.D. thesis completed at New York University, is "Relationships of Success in Beginning General Clerical Occupations to Achievement in the Informational and Skill Aspects of the General Office Clerical Division of the National Business Entrance Test Series." The winning study will be published by the Department of Business Education of Oklahoma A. and M. College, under the direction of Robert A. Lowry.

Mathilde Hardaway's study, "An Analysis of Factors in and Related to Successful Student Teaching of Business Subjects," a Ph.D. thesis completed at Yale University, was awarded second place. Dr. Hardaway is a member of the staff at Woman's College of the University of North Carolina.

The judges for the Eleventh Annual Delta Pi Epsilon Research award contest were Ann Brewington, University of Chicago; Jessie Graham, Supervisor of Business Education, Los Angeles City Schools; and J. Andrew Holley, Oklahoma A. and M. College, Stillwater.

Entries are now being received for the Twelfth Annual Delta Pi Epsilon Research award contest. Studies should be forwarded, express prepaid, to H. G. Enterline, School of Business, Indiana University, Bloomington, Indiana, before February 15, 1952.

Important Date

April 7-8, 1952 in Oakland

WBEA-CBEA JOINT CONVENTION

California Central Section Conference

The Central Section Conference of FBLA was held on December 1 at the Chino High School. Featured was a style show with students modeling the proper attire for young businessmen and women.

Speakers for the occasion were J. Felix Giroux, personal advisor, Kaiser Steel Mills, Fontana; and Carl Rogers, public relations department, Bank of America, Los Angeles. Mr. Giroux spoke on "The Job Interview." Mr. Rogers discussed business attitudes and personality.

State Sponsor of FBLA, Mr. Jack Martin of El Camino College, announced that California is now second in the nation in membership with 37 chapters.

The conference was planned and administered by members of the Chino Chapter of the FBLA and their sponsor, Grace Hetrick. Miss Hetrick is a member of the State Advisory Board. Marlene Bennett, Central Section vice president, was mistress of ceremonies. Chapter president, Mary Pecor, was in charge of the conference.

Blythewood Chapter FBLA

The Blythewood (South Carolina) FBLA Chapter was formally installed on Tuesday, November 5, 1951. Horace LeGrand, president, received the charter from Mrs. Sara K. Zeagler, sponsor of the group. The impressive candlelight ceremony conducted by the officers, sponsor, and charter members was held in the auditorium of the Blythewood High School.

The chapter has chosen as one of its projects for the year the publishing of the school newspaper, BLYTHE-WORDS. With surplus money raised from the sale of advertisements, they have purchased a new mimeoscope as well as additional lettering guides and styli for use in their newspaper work. Also a new timer for the typing classes has been purchased.

As a method of increasing their knowledge in the business world the chapter members recently made a trip to Columbia to visit the South Carolina and Columbia record offices. They also visited the Carolina Life Insurance Company to see modern business methods and machines in operation.

Officers for the current school year are Horace LeGrand, president; Jackie Riley,

(Continued on next page)



Two officers of the Indiana State Chapter—Richard Milan (president) and Peggy Lambert (secretary) of Lawrence Central High School, Indianapolis—were presented to the teachers who attended the 1951 conference at Ball State Teachers College.

Planning Conference

The annual meeting of the Illinois State FBLA Executive Board and Advisors was held at Decatur on November 17. Joan Davidson, secretary, presided.

The State Convention is to be held at the Leland Hotel in Springfield on March 28 and 29. The following Chapter assignments were made:

Banquet—Naperville
Entertainment—Niles and Evanston
Finance—Proviso
General Arrangements—Decatur
Hospitality—Monticello
Hostesses and Ushers—Elgin
Hotel Arrangements and Publicity—Naperville and Hyde Park
Nominations—Wauconda and Grayslake
Photography—Centralia
Printing—Morton
Projects—Benton
Registration and Information Desk—Centralia

At the afternoon session the treasurer, Mary Ann Lawrentz, reported that the final balance was \$106.89. The vice

president, Ruth Moore, was selected as convention chairman. It was decided that the registration fee should be increased from \$1.00 to \$1.50 in order to provide adequate funds for convention entertainment.

The group recommended that officers elected at future meetings be members of the junior classes in their respective schools.

Initiation Service at Thibodaux

A very impressive formal candle-light initiation ceremony was held by the Thibodaux (Louisiana) High School Chapter at one of its recent meetings. Club officers instructed the initiates concerning their duties and responsibilities as Future Business Leaders of America. Joann Hebert, the president, greeted the twenty-six new members and gave them their official membership cards.

Mr. Arthur Naquin, principal of the high school, was selected as the outstanding business citizen for the year and was presented an honorary membership in

(Continued on next page)



Seventy-five FBLA members, businessmen, faculty members, and college administrators attended the first banquet sponsored by the Anderson College Chapter of FBLA.

Anderson College Chapter

On December 1, 1951, the Anderson, College Chapter of FBLA held its first banquet at the Top Hat near Anderson. President Louis Lerner served as toastmaster. Eugene Blieler, vice president of the chapter, welcomed the group and closed his talk by repeating with the members the FBLA Creed.

Betty Porter read the Christmas Story and the group sang Christmas Carols. The highlight of the evening was the address given by Mr. Gerald Huey, honorary chapter member and supervisor of accounting at General Motors. Mr. Huey spoke on "What Makes the Difference in Business."

Attending Anderson College at the present time is Dick Tsukamoto of Tokyo, Japan, who is studying to become a certified public accountant. Mr. Tsukamoto is very much interested in FBLA and would like to organize a chapter of the Future Business Leaders upon his return to Japan.—PAUL D'ALESSIO, *Publicity Manager*.

Thibodaux (Continued)

the Chapter. Mr. Naquin spoke about business education as training for a future vocation.

The guests included graduate members of FBLA. Miss Sarah Whaley, club sponsor, introduced the guests. Each of the guests spoke on how participation in FBLA had helped them to obtain very satisfactory positions in our community.

Mr. Norman Stevens, co-sponsor and new business education teacher at Thibodaux High School, was introduced. Miss Nita Cangemi assisted the program committee in directing the games. Special recognition was given to all who helped make this gathering a tremendous success.—WINNIE RODRIQUE, *Reporter*.

Louisiana Chapters Compete for Award

The Gladys Peck Loving Cup will be awarded to the Chapter with the highest number of points at the time of the state convention. The Chapter winning the cup three consecutive years will be allowed to keep it. This is the second consecutive year that the Natchitoches Chapter has won it.

There are five places in each contest—five for first, four for second, three for third, two for fourth, and one for fifth. Points will be awarded for the following:

Model Secretary—Chapter entries will be judged on carriage and personal appearance. They should dress as they would when applying for a job.

Attendance—Points will be given on a percentage basis of the number of members present and the mileage traveled to get to the convention.

Poster or Scrapbook—The scrapbook will cover the period from the 1951 convention to the 1952 convention. It should contain the activities and projects of the Chapter during that time. A poster may be entered instead of a scrapbook. The poster should be drawn or written to encourage FBLA work. The poster may not be any larger than twenty-seven by thirty inches.

Typewriting—For first year students only. The test will probably contain a timed writing and a problem.

Song—Each Chapter may adapt a song to popular music or write an original song. It will be sung by a group from each Chapter. The song must be pertaining to FBLA work and the best one will be adopted for the state song.—*Louisiana FBLA Leader*.

Blythewood (Continued)

vice president; George Jones, Jr., secretary; Peggy Nelson, treasurer; and Bettie Raines, reporter. Other charter members are: Joyce Shirah, Ruth Frick, Richard Blume, Paul Coutsos and Julian Crumpton.

Meetings are held on the last Thursday in each month at 10:30 a.m.

New Chapter at Whittier

One of the newest and busiest chapters among the Future Business Leaders of America organizations is the Whittier (California) Union High School organization.

To open their fall program, the chapter's first group of officers was installed with an impressive ceremony conducted by visiting members of neighboring Rosemead High School's chapter.

Carleen Shutz, sophomore business major, received her badge of office—a beautiful corsage—as the organization's first president. Connie Perrine pledged her devotion to the office of vice president, while Betty Austin was installed as secretary. Donna Culp, treasurer; and Sue Hancock, reporter, completed the chapter's board of directors.

Barbara Troutman, chairman of the installation, welcomed the distinguished guests representing local business firms and schools. Margaret Haskins, with the assistance of Barbara Galbreath, was in charge of the welcoming committee which greeted each member and guest and presented them with name cards in FBLA colors, shaped in the design of the pin.

The flower arrangements, highlighted by a huge bougainvillea piece spelling out "FBLA," were made by Angela Week.

Index to Advertisers

American Book Company	39
Bristol-Myers	45
Dick Company, A. B.	24
Edison, Incorporated, Thomas A.	2nd Cover
Gregg Publishing Company, The	23 and 37
Heath and Company, D. C.	32
International Business Machines Corporation	5
National Business Entrance Tests	24
Pitman Publishing Corporation ..	36
Remington Rand, Inc.	38
Royal Typewriter Company, Inc. ..	8
South-Western Publishing Co.	34
Students Typewriting Tests	6

The NATIONAL BUSINESS EDUCATION QUARTERLY

Incorporating the
NABTTE BULLETIN

TEACHER EDUCATION ISSUE

Challenges for Better Business Teacher Education

Editorial Comments _____
—E. C. McGill

How Professional Am I? _____
—Waurine Walker

Challenges for Business Education in the Core Program and in the
Preparation of the Core Teacher _____
—Theodore Woodward

Challenges for Improvement in the Selection and Recruitment of
New Business Teachers _____
—D. D. Lessenberry

Challenges in Curriculum Building for Business Teacher Education _____
—Lloyd Douglas

Challenges in Work-Experience Preparation for Business Teaching _____
—Kenneth Hansen

Challenges for In-Service Business Education _____
—Cecil Puckett

Challenges from Research

Challenges From Beginning Teachers for Improvement of Business
Teacher Education _____
—John J. Gress

Challenges in Preparation for Extra-Curricular Activities _____
—Orville Kliener

Challenges in Supervision of Student-Teaching _____
—Catherine Dennen

QUARTERLY
Winter, 1951
Vol. XX
No. 2

BULLETIN
No. 55



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- Nov. Typewriting
- Dec. Bookkeeping
- Jan. Teaching Aids
- Feb. General Clerical
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- Apr. Distributive
Occupations
- May Cooperation with
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- Mar. Research in
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- May Problems in the
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UNITED BUSINESS EDUCATION ASSOCIATION
A Department of the National Education Association

The United Business Education Association

*deserves the active support of all business
teachers in its program to*

Promote better business education

UBEA is a democratic organization. The policies of the association are made by a Representative Assembly composed of delegates from the affiliated associations. Any member of **UBEA** may attend the annual meeting of the assembly, but only delegates have voting privileges. Fifty state, area, and regional associations of business teachers are affiliated with **UBEA**.

UBEA's Executive Board (National Council for Business Education) is elected by mail ballot. Three board members represent each of the five districts. This group acts for the Representative Assembly in executing policies of the association.

UBEA has four divisions—Research Foundation; Administrators Division; National Association of Business Teacher-Training Institutions; and the U. S. Chapter, International Society for Business Education. The Divisions elect their own officers, hold conventions, and work on problems in their respective areas of interest. Members of the Divisions are also known as professional members of **UBEA**.

UBEA sponsors more than 500 local chapters of the Future Business Leaders of America, the national youth organization for students in colleges and secondary schools enrolled in business subjects.

UBEA owns and publishes the *Business Education (UBEA) Forum* and *The National Business Education Quarterly*. The twenty-four *Forum* and *Quarterly* editors, each a specialist in his field, provide the readers with down-to-earth teaching materials.

UBEA cooperates with other professional associations, organizations of businessmen, and Federal agencies in projects which contribute to better business education.

UBEA provides a testing program in business subjects—Students Typewriting Tests, and the National Business Entrance Tests which is published and administered by the **UBEA-NOMA** Joint Committee.

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